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ABSTRACT

This document contains position papers presented at a 3-day conference dealing with the implications of career education for minority groups. Texts of these papers are included: (1) "Career Education Improves the Self Concept" by D.R. Baylor, (2) "Career Education and Black Americans" by W.F. Brazziel, (3) "Career Education: Expanded Options for All Students" by L. Davenport, (4) "Career Education: From Whence It Came--Whither It Goeth" by J. Dixon, (5) "Career Education, Professional Preparation, and Minority Groups" by R. Johnson, (6) "Career Education: Perspectives of a Chicano Educator" by A.G. de los Santos, Jr., (7) "Values Have Consequences: Some 'Why' and 'How' Considerations of Current Thinking About Career Education" by C.E. Scruggs, (8) "Community Colleges and Career Education Relevant to the Needs of Minorities" by F. Shieh, (9) "Career Education: Quo Vadis" by M.P. Sikes, (10) "The Future of Work for Black Americans: The Role of Career Education" by C.E. Taylor, (11) "A New Career Educational Development Strategy for Rural Youth?--Greater Equity, Increased Priority, Model Approach, and Suggested Roles for Educational Institutions" by G.W. Taylor, and (12) "Is Career Education the Answer to the Educational and Vocational Needs of the Puerto Rican New Yorker?" by R.S. Valez. (SB)

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POSITION PAPERS ON CAREER EDUCATION

PREPARED FOR THE

NATIONAL CONFERENCE ON CAREER EDUCATION:

IMPLICATIONS FOR MINORITIES

FEBRUARY 1-3, 1973
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CAREER EDUCATION IMPROVES THE SELF CONCEPT

by

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Who am I? Who are you? What is my purpose in life? These are questions on the minds of each individual setting out on a course called "life" and "living".

As young people enter the early years of formal training these questions are in their subconscious minds. It becomes the challenging task of each instructor who guides and assists each child to help him or her find his true worth. For it is through seeking the value of self that one is inspired to seek knowledge that will help one make a worthwhile contribution to ones life and the total process of living with and among others.

To help youth find and utilize the values of self, career education is a vital springboard upon which our youth can begin to plan their future.

The opportunities afforded youth through exploration of job possibilities and opportunities early in life sharpen the interest and abilities to pursue courses of study that will fulfill the desires and aspirations to the extent that one can begin to seek in depth information in specific areas of training.

Career Education can help each individual identify through research, experimentation, study and counseling, the many facets of a wide range of job opportunities. It can help him find the kind of skill through study and training that will utilize his interests and abilities, thus develop in him a kind of self pride that reassures him that he is making a valuable contribution to himself and others.

Whenever anyone is able to feel his worth to himself and others, life for that person is full of promise and expectation. He looks forward to the task with a bright outlook and is ready to face each new day with enthusiasm and a desire to produce the quality of service that he and his associates can be proud to acknowledge in acts, words, and deeds.

Career Education helps each individual find a place in the production of living that says to the person, "You are important, regardless of any short-comings you may have because you have helped make an improvement in the lives of others as well as self-satisfying acknowledgement of doing something well that invites self pride."

The many facets in Career Education affords any individual an opportunity to find possible life's interest that will overcome any stigma that otherwise would have regimented the person to failure and discouragement. For through guidance, counseling on exploration of the many possibilities for skilled training and performance the individual comes early to realize that he is his own inhibitor or contributor to make of himself the best in his chosen field of interest.

Career Education takes one from an awareness of self interest through ability capabilities to knowledge of skills in performing tasks that give worth and dignity to the individual. The self esteem is elevated to overcome many of the doubts of personal value and worth. It enables one to have self confidence and dignity in being an individual with feelings, emotions and reactions that reassure him that he is somebody having worth and value in giving to life as well as getting from living those things that are essential

to make his life and the lives of others better through his contributions.

Thus, Career Education improves the total self concept and raises the aspiration of all who pursue its many offerings. The individual is able to identify with the whole of life as being a part of it and making that part purposeful, useful and rewarding.

CAREER EDUCATION AND BLACK AMERICANS

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Career education could very well take black Americans back to Booker T. Washington with black children and youth urged to let their buckets down where they are and become hewers of wood and drawers of water. The black community might thus be denied the full development of its most talented youth at a time when this development is shifting into high gear. Future generations would thus be denied the full complement of physicians, lawyers and corporate talents the black community so desperately needs. Potential black pediatricians and industrialists will have been shunted into low level occupational training in their formative years.

Career education could help blacks, of course, but there is little in the history of the performance of people who are leading the thrust in career education to suggest that it will. There is an axiom that every black professional had to make it in spite of his guidance counselor. This is doubly so if he were poor and male, and things were manifestly worse if the counselor were white. Vocational education has long been the receptacle toward which black talent has been aimed and the National Association of Manufacturers reports that things are so bad in some of these programs that their industrialists would rather have the students stay in a good stiff college prep course and come to them at 18 untrained but educated. This does not reflect the good works of thousands of excellent guidance counselors and vocational educators and I apologize to them. But these things must be said.

So we have to look at career education with a jaundiced eye until it proves that it will help instead of hurt the black community. The way to do this is to first analyze what the black community needs at this point in time in terms of education, career guidance, and manpower. Then we will be able to juxtapose the career education program and see what, if anything, it has to offer that will help meet these needs. Andrew Brimmer has noted that we are often afloat on a sea of new schemes, nostrums and ideas which have little relationship to real needs. But it is too much, perhaps, to expect the government committees, panels, and task forces to sit down, analyze education and training needs of black youth and prepare a program to meet them. This seems all the more odd when these same people go around the country lecturing on programming, planning, budgeting systems and urging operations efficiency. But for noe, blacks will have to make do by trying to adapt or modify these new programs as much as possible to meet their needs. Now let us look at needs in the black community.

Education Needs in the Black Community

Blacks set impressive records in education in the past decade and the trend is still upward. Black young adults with a high school diploma jumped from 36 to 62 percent. College enrollment almost doubled and new manpower programs and expanded apprenticeship participation began to restore the crafts skills blacks lost over the years. Oddly, there were more craftsmen during the slavery years than could be found in the black community in the 1940s. Union bigotry did this by assuring that a black man's skills would die with him and not be passed on through the apprentice program to his son.

It is projected by the Labor Department that 80 percent of young black adults will hold the high school diploma by 1980. College enrollment should comprise about 10 percent of the total. Apprenticeship programs will approximate the same magnitude.

There are gaping and glaring needs, however. There is now only one black attorney for 5,000 blacks as compared to one attorney for every 750 whites. Only three percent of the physicians in America are black and only 4.2 percent of the enrollees in medical school are black. White PH.D. production now exceeds 30,000 a year with some on welfare because of a constricted job market but only 4 percent of the graduate school enrollment in the country is black.

Career Education and Black Education Needs

Is it little wonder in the face of all of this that career education if not carefully defined and administered will anger many black people? There is simply no way to carry the program forward without assessing needs for black trained professionals and developing a program to train them. Career education which omits this important element will fall into the same trap as family planning. A recent survey revealed that two-thirds of young black males believed this was a program to commit genocide on the black community.

Career education which came to grips with this need would generate infant and preschool programs which nullified the mangling effects of poverty on black children. These programs would use creative methods to pick out gifted children in these years and would assure them a good education from that point to the end of graduate, medical or law school. Cost would not be a factor and neither would the school apparatus which cuts up so many black children.

Far more than a few occupational kits and career days in the elementary grades will be needed for such an operation. Career education should be just that. Children should be educated for careers -- by a variety of means. It does not mean career guidance or career inspiration or career information. If it is determined that a number of black children should be and want to be educated for the professions, career education should either educate them for these professions or yield the spotlight to other programs which can be developed to do the job. What is needed for career education of this magnitude? What will it cost? Who will comprise the cost?

Career Education and Black Professional Development

In the classic PPBS manner, career education for black professional development would first quantify the needs for added black professionals to provide a solid base for planning. Fortunately, this is not necessary as myriad agencies and groups have already done this work for us. The latest study which was released by the ERIC center for higher education and which I am including for our study on the next page, lists 22,302 blacks in graduate study with only 1,845 in medical schools, 597 in dental schools and 2,552 studying law. Career education which brings about a more perfect situation here would result in 65,178 blacks in graduate schools of which 5,274 would be medical, 2,008 dental and 7,784 law students. Our arithmetic now shows that career education must now focus on adding 42,876 graduate students to the 22,302 already there and

that another 3,429 medical, 1,411 dental and 5,232 law students would comprose this number.

This looks like a tall order but it isn't. Blacks don't go to graduate school for the same reason they don't go to undergraduate school. They don't have any money. Some, despairing of ever participating in the enterprise, have spent their formative years preparing to scale lesser heights.

The career education key here is scholarship and grant money. Consider one statistic: young people in families of $15,000 and over are six times more likely to attend college than their counterparts who are mired in poverty. Some 87 percent go whether they want to or not. It may also be necessary to expand the number of places in professional schools with exception of the Ph.D. institutions which are overexpanded already.

The amount of money here is not large. An annual federal appropriation of $326 million would provide an annual 5,000 scholarships for all 65,178 black graduate and professional students we need to enroll. It would be the best investment the United States of America could make and I think we ought to make it. I have seen federal programs written off as complete disasters which cost twice this amount and I have seen others which dawdle on which should be written off. This says nothing, of course, of the discrimination practiced by universities in awarding 50,000+ federal graduate fellowships a year for more than a decade. Blacks got few of these fellowships and the resulting white glut in Ph.D.s is a standing joke in every welfare department and unemployment compensation line in the country. There is a problem of white mind sets in suggesting that blacks be afforded special grants for study. We had several race baiting politicians who played on the emotions of whites with this sort of thinking in the past elections, coining code words as they sowed their venom. These misguided individuals would hold that we can't help a few blacks unless we help a lot of white people in the process. How shortsighted. Some Southern communities like Atlanta, Georgia, and Richmond, Virginia, for example, recognized long ago that the best way to help a lot of whites was to help a few blacks become professionals and provide leadership for their communities. Some of our biggest liberals would rather see a black lumpenprolitariate than plan intelligently and specifically for black professional development. This sort of thinking must surely change.

It might be well to point out here that many professionals such as teachers, accountants, and recreation workers begin work with an A.B. degree and thus are not included in the analyses of graduate professional development. These young people need money too and hopefully full funding of the new Basic Opportunity Grant program of USOE will generate enough matriculants here. Overall we need an additional 750,000 black professional and technical workers about half of whom would begin work with A.B. degrees.

We might also point out that expansion of law, dental and medical schools might be necessary to accomodate extra black matriculants and to keep down cries of aggrievement from bigots. There are about 44,000 medical students in the country in 113 schools, for example, and substituting 8 percent of whites for blacks in this number would be necessary to add 3,400 blacks to the 1800 already there. There are active expansion activities underway which will result in 18 new medical schools. This will help some but the most intelligent move would

MINORITIES IN POSTBACCALAUREATE TRAINING[1]

	Amer. Indian		Black		Oriental		Span-Surn		Total Minority		White-Anglo		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Grad. & prof. stds.	1,608	0.3	22,302	4.1	9,662	1.8	6,297	1.2	39,869	7.3	503,281	92.7	543,150	100.0
Non-undergr. med. stdts.	47	0.1	1,845	4.2	789	1.8	363	0.8	3,044	6.9	40,914	93.1	43,958	100.0
Non-undergr. dental stdts.	.21	0.1	597	3.6	296	1.8	127	0.8	1,041	6.2	15,696	93.8	16,737	100.0
Non-undergr. law stdts.	193	0.3	2,552	3.9	317	0.5	702	1.1	3,764	5.8	61,107	94.2	64,871	100.0

[1] Source: James Harvey, "Minorities and Advanced Degrees," Research Currents, ERIC Higher Education, June 1, 1972

be the establishment of medical schools in an additional five black metropolitan centers. Atlanta University should surely have a medical school and these schools might well be established - with heavy federal assistance at North Carolina Central University, Southern University and Texas Southern University. Together with efforts of white schools, black medical manpower can thus be generated.

Now let us turn to the job of career education. People in the schools assume that satisfactory programs are in effect to train black professionals and thereby render some legitimacy in the black community to the whole idea of career education. What does the black student need to know about careers that he doesn't already know? What school practices and attitudes work against him and must be changed? What school practices can be developed to help him do a better job in career development?

Career Education, Black Students and School Practices

Career education begins for many poor black children when they enter first grade, are given a biased test, and are conveyed the message that they are not going to amount to much in this world and the school therefore does not expect much of them. This message is generated by these false test data and conveyed in myriad ways by teachers who can barely understand accurate test data. Sometimes bright children are placed in special education classes and given the watered down gruel of a special education curriculum. Sometimes the message is brutal as in the case of the black president of a college in the far West who was told by his first grade teacher that he would never finish high school. Can career education really do anything about this? If it cannot, then can we expect very much from the concept?

If a poor, bright, black youth with classic Hausa features and physical attributes somehow makes it through his elementary school without being scarred, he is sure to pick up a few lacerations when he sits down to plan - with his junior high guidance counselor. He may be completely done in if he is too poor, too rough around the edges, and if the school is well integrated. Many observers note that schools are the big sorters of American society. That one big purpose is to make sure that none are mislabeled and directed toward college or good corporate jobs who should not be there. The hatchet men in this gruesome work are psychometrists who track the elementary grades and guidance counselors who begin to sort in earnest at the 7th grade.

So we have the spectacle in the fall of each year of a white guidance counselor using all of the non-directive guile and cunning to direct a poor, bright, black 13 year-old in chartreuse pants into a "career" of window washing ("service occupations" - "maintenance engineering") and trying to make him satisfied with the lot assigned him by an agent of an establishment who drives into his community and tarries less than 7 hours a day. Can career education really do anything about this? If the answer is no, should we search for another savior? Is there any way to get this bright lad, pants and all, headed toward medical school?

By the fall of the junior year, guidance and career education goes somewhat easier for the officials in charge. A large number of poor black youth have left school to try to find some education of value elsewhere. Many will finish high school in the army, and antipoverty program of some other form of continuing education. Others, bright and dull, have been conditioned (behavior modification) to accept their lot as a general or vocational student headed no place in particular.

Some problems do arise, of course, when a student shows up at a college planning session either by mistake or temerity and the guidance counselor must ask him what he is doing there. Some middle and upper class black students might bridle at being herded into planning sessions for "disadvantaged" students. Still others may request to see white college recruiters as well as black. Black students in integrated schools in the South are having this difficulty. But by and large, everyone has learned their place and has either settled into it or left the school. Of course, some stay around and try to bring change. Career education may in fact account for much of the high school violence in newly integrated schools. Can career education help out here?

Career education in light of the above could really help black people if done well. Or it could really be a counterproductive force which will hurt them. Just as counterproductive might be the evolution of a bland program which does neither and constitutes simply another federal rain dance, occupying the energies and attention of people who might otherwise try to develop effective programs.

In any case, carreer education will not be a total loss. Professors will expand their bibliographies and gain promotions and tenure by writing about it. Conferences will be held - in St. Moritz - to discuss the concept. Jobs will be developed at all levels. All of this helps to keep the economy going and diminishes the welfare rolls in some way I suppose. But to really help black youth struggling in the racist institutions of a racist society, career education will have to change the attitudes of a lot of white people and subsequently change the way they run the schools. The simple fact is that a substantial minority of both our society and our school staffs harbors negative racial sentiments and uses the institutions of our society to try to hurt blacks instead of help them. Career education which regognizes the situation described here and which focuses on specific needs and problems will help. Career education which pretends that the situation does not exist or which pretends to come to grips with it when such is not the case should be phased out - right now - and something else should take its place.

CAREER EDUCATION -- EXPANDED OPTIONS FOR ALL STUDENTS

by

Lawrence Davenport
Chairman
National Advisory Council on Vocational Education

CAREER EDUCATION -- EXPANDED OPTIONS FOR ALL STUDENTS

The career education concept has become one of the major thrusts of our Federal education policy. Demonstration career education models are in operation in various cities across the country. All key personnel in the U.S. Office of Education are involved in the planning and implementation of career education. The major part of the funds for the newly-created National Institute of Education will be devoted to career education.

What does this new concept mean, and what will be its impact on our system of education throughout the country? Specifically, what will it mean for minority children? Will career education help solve the problem of equality of education for minorities, or is it simply a new name for an old game?

There is developing a tremendous interest in career education among the public at large. This is due to a long-festering feeling that our schools are not doing the job of preparing students for the adult world. The major thrust of our public school system is to gear all students for college, yet only about 20 percent of them ever complete a four-year degree. The remainder recive little or no preparation to help them make the transistion from the classroom to modern occupations.

It is estimated that 50 percent of job openings in the 1970's will require training beyond high school, but less than four years of college. An additional 30 percent of job openings will require only occupational training at the high school level. Ten years ago, approximately ten percent of our young people could be absorbed each year in unskilled fields. Today it is down to less than four percent, and continues to decrease.

While our high schools are busy grooming the college-bound, and pretty much ignoring the needs of the majority of students, our colleges and universities are turning out a surplus of degree holders in many fields.

The American people have a deep-rooted faith in the value of education. For years they have bought the idea, which has been fostered by most in the education community, that the only good education ended with at least a four-year college degree.

They accepted the premise that this was a desirable goal obtainable by nearly every student. Now they are having this goal is neither a practical one with respect to the needs of our society, nor desirable for a great number of students. A false sense of prestige and value ha sent many students down the academic path who would be happier and more productive in other fields. This is as true of students from the affluent suburbs as it is of those from the ghettos or the poor rural areas. Unfortunately, our education system has succeeded in implanting the idea that any choice other than college is a lesser one, and less worthy of attention.

This has been especially true with respect to minorities, who naturally and quite rightly have demanded full equality and the best that is available. What they have been demanding then is full equality in a system which is inadequate to fully serve the majority, much less the needs of minorities. Blacks and other minorities have too often shunned vocational and technical education as "second-class" This is unfortunate, for in so doing, they narrowly restricted the opportunities open to youngsters in many fields. The controversy over academic versus technical education is one which has been raging in the Black community for many decades. It was the basis of the classic debates between Booker T. Washington and William DuBois. Washington, the founder of Tuskegee Institute believed that industrial education would build economic self-reliance, and help Blacks become better integrated into industrial America. It was a very pragmatic approach.

DuBois leaned toward a more traditional academic education. He believed such education would insure civic and social development and impart to Black students the tools to solve the problems of race conflict.

Neither was totally right nor totally wrong. We need to use all of the tools available and greatly expand and options and the opportunities of our young people. The Black race and the members of other minority races and groups are made up of people of differing abilities, desires, and needs. We must not try to push them all through the same mold and thus use up our energies on channeling people into directions that will be uninteresting, impossible, or impractical for some. Our job is to see the opportunities in a practical, level-headed way; it is to get young people going in a direction that will be to their benefit. Education must be relevant to the needs of the people in the community. It must be practical without being limited.

We seek greater educational opportunities for minorities, but the opportunities must be realistic ones which will prepare the individual to cope and function in a modern, fast-changing society. What we must insist upon is a full range of opportunities relevant to America in the latter part of the twentieth century. It is not a question of technical versus academic education, but of the opportunity for each individual to develop his full potential and go as far as his interests and abilities can carry him. We must not deal in terms of either or, but rather in terms of expanding the entire range of occupational and professional opportunities, and of making them available to all students. Of course we want more minority doctors, lawyers, teachers, nuclear scientists, economists, linguists, and every other kind of professional and scholar. The point is that while there will always be a need for qualified professionals and while we should never discourage entrance into those fields, there are a great many other new and expanding occupational fields which should be considered no less prestigious, desirable, and necessary, and which offer great new opportunities for minority students.

Career education can lead the student to a law or medical degree, or it can lead to equally desirable non-degree careers such as computer programers, TV-radio technicians, jet engine mechanics, and others. It will offer the means for the mass of minority students to gain the skills and expertise to qualify for the technical, para-professional, and modern service-oriented careers which will account for the bulk of job opportunities in the future.

It is senseless to doggedly cling to a system which offers little to challenge the student who is not academically inclined. That our education system is outmoded and in need of drastic revision and improvement as a contention beyond the point of debate. The majority of students who do not prepare for college receive general education courses which are boring and irrelevant to most and contain little to spur their interest and enthusiasm. Even those who do enter college are often poorly prepared. The first year of college has become a remedial course to make up for the failure of our public schools.

The public is well aware of the shortcomings, Throughout the country, tax payers are voting against bond issues and increased taxes for education. They are not voting against education as such, but against a system which is turning out millions of youngsters

unable to read at the sixth grade level, and unable to do math as the 8th grade level. At the same time, the students are saying "no" by dropping out or demonstrating against a system which they find out of tune with the world around them.

We must respond to this demand for change, and career education is one approach which certainly deserves close scrutiny as a means for making education relevant and useful for every student.

Some may object that the role of education is not job training, but is rather for the purpose of turning out well-rounded, cultured, and literate citizens. It i. neither one nor the other, but it must be both. . education is career education. The student who enters medical school, or pursues a degree in teaching or the social sciences, is preparing for a career. That student should also have an adequate background in other subjects of a more general nature. The same should be true for the student who elects other career choices, which may require only a high school education, or one or two years of post secondary education. It is snobishness which dictates that professional or scholarly pursuits requiring a higher academic degree are desirable while the preparation for other careers has no place in our schools.

The public at large is under no such delusions about the nature of education. Parents, and particularly minority parents, are demanding a system of education which is close to the community and which will give their children the skills they need to take their place in society. The term "career education" may be new to the public, but they have always viewed our schools in terms of career preparation. They have always expected that in addition to basic education, our schools prepared their children for a job. A high school diploma was the needed entry badge to a good job. For those who went on to college, the purpose was to prepare for an even better job. Education was career preparation, and economic security. It was expected to be relevant, not only occupationally but in other ways to equip the student to make his or her way into the life of the community.

That belief has not changed. However, technology and out job market have changed to the point that a general high school program is of little value in preparing students for modern jobs. Now our schools must change so that a high school education once again has some value in preparing students for the job market.

Since modern jobs require new modern skills, the schools must assume the task of teaching those skills. To leave that task up to job training and manpower programs is an abdication of responsibility.

Nothing is more indicative of the failure of our school system than the great growth and need for manpower training programs today. We are fortunate that these programs exist, for they have helped many thousands of individuals who are casualties of our public school system. Blacks and other minorities, who compose less than 20 percent of the labor force, make up 44 percent of manpower trainees.

But these programs are remedial in nature. They are not only remedial with regard to skill training, but most of them also include basic education courses to make up for basic skills poorly learned in public school. Manpower training and on-the-job training programs will probably be with us indefinite ly, due to the need to retrain workers to keep up with fast-changing technology. But they must never be looked upon as an escape hatch which allows our school system to avoid making the changes needed to provide education responsive to modern needs. That would, indeed, constitute a track system where a small number of students would receive college preparatory education, and the remainder would have the option of sitting out their time in high school, or dropping out, prior to entering a job training program outside the school system.

Meaningful and realistic career prepartation must begin in high school, and even earlier, and must be coupled with adequate basic education to complement the occupational skills taught. Under the career education concept, the student would have numerous avenues to choose from, and the horizons would remain open according to the sudent's own vision.

Career Education, if properly implemented, can greatly increase the opportunities available to all students. It should provide an awareness of the full range of career options. It is not meant to downgrade academic achievement, but rather to sharpen the basic intellectual disciplines and make them more relevant to the students' interests and experiences. The student who can see the practical application of algebra, or spelling, or geography, as they relate to the world outside the classroom, will be less likely to say, "Why do I need that?"

There is really nothing new in career education. All the elements exist in our present system. Simply stated, career education is a modernnization of our system, making the best use of what is there, putting emphasis where it is most needed, and seeing that the greatest number of students possible reap the benefits.

Career education is not a tracking system, which spearates the presumed sheep from the goats and directs them into narrow paths from which they cannot stray. It increases the avenues available to the students, and allows them to make a rational and educated choice. All students would take both academic and occupational courses, and their interests in one area would not preclude them from switching to another.

Career education should not be thought of as an expanded system of vocational education, or vocational education in new trappings. Career education will set the tone and create the awareness of the variety of opportunities. It can lead to technical training, scholarly studies, modern service-oriented jobs, professional degrees, industrial crafts, or any of the other careers which are part of our complex society. Bocational education is one facet of career education which has to do with the skill development necessary to qualify for the career opportunities available. Under the career education concept, our educational system should be a totally interconnected system, running in a continual progression from elementary and secondary school, through two-year colleges and other post-secondary institutions, to universities and graduate schools, and adult education. Students should be able to spin off at any point along the way, according to their interests and abilities, or re-enter the system at a later date to pursue a higher degree. The student who leaves high school with occupational training in an area of his or her own choice can enter a career with the same sense of pride and feeling of accomplishment as the student who chooses a career area requiring additional education at the community college or beyond. The student who elects a career in computer technology or jet engine mechanics will be as important as one who embarks on a career in medicine or law.

If indeed, work and career concepts can be successfully used to make the teaching of basic academic subjects more interesting and relevant, then the academic achievements of the mass of students will be increased. This will mean the possibility that a greater number of students will be qualified and interested in pursuing higher education, further expanding the options for many students, those Who do enter college would be better qualified at the enty level.

This aspect of career education is not untried. In Baltimore and New Haven, potential dropouts became interested all over again in school when courses leading them into helath occupations were introduced. Out of one group of pupls in this program, 60 percent received better grades in ALL subjects, and over half of one class of 23 students not only finished high school but are now in college.

Generally, the dropout rate for students taking occupational courses is much lower than for those taking general education courses. These students stay in school because they are motivated and are learning something which has relation to the world around them. They are not dealing in the abstract, but see clearly defined paths and goals ahead of them.

The level of unemployment experienced by this particular group is significantly lower than that for the total population of the work force at comparable ages. All 16 to 19 year olds in 1969 experienced 12.5 percent unemployment. All school dropouts, 17.5 percent. Blacks and other minorities 24 percent. Figures on the

unemployment rates of the academic and general education high school students who did not make it to the university, butwent directly into the job market, are not available to compare with the 5.2 percent record of the students with skill training. Obviously, however, it must be well above the 5.2 percent figure to raise the overall employment rate to 12.5 percent. Of those individuals who upon completion of occupational training programs were not available for placement, 69.6 percent were reparted as continuing their education full-time.

Career education is an evolving concept, and it will be some time before the mold is fully jelled. In the meantime, many aspects of the concept can be implemented as we work together to build a system which will be responsive to all students. Career education offers an opportunity to reconstruct our outdated system. It should be given a chance to work. There is nothing sacrosanct about career education in its present stage of development. There is still time for, and need for, additional imput from all quarters. Challenge and criticism is desirable, not with the view of undermining the concept, but of strengthening it.

Minority communities throughout the Nation should be deeply involved in local planning for the implementation of career education in order to protect and advance minority interests.

There should be a minority advisory committee on career education in local school districts to help mold the concept to meet the needs of minority students.

We must develope a modern educational system, totally interconnected, yet flexible, which will offer career education in a continual progression from secondary school, through tow-year institutions universities, and graduate and professional schools. The student could spin off from such a system at any point along the line, according to the career opportunities available and his own interests and abilities, with a sense of pride and assomplishment, intead of a sense of incompleteness. Such a career education concept will require a great chan ge of attitude on the part of educators (the public attitude is already far advanced beyond that of educational professionals), massive teacher retaining, and the development of guidance counselors to assist students in such a system.

In the meantime, we can assist minority students by making them aware of the career opportunities which exist and helping them to get the skills they need to qualify for them. There are great opportunities for Blacks to gain a foothold in the mid-management level and in career areas which require less than a four-year degree. These opportunities should not be looked upon as a lesser choice. There is no intrinsic virtue in being over-qualified or over-educated. Many of our universities are eliminating higher degrees in certain fields because they have no value in relation to the work to be done in that field. The only questions

we should be concerned with is how to prepare students for relevant education which will allow development of their fullest potential and offer them the full range of career options.

Minority students who exhibit Ph.D. potential should be strongly encouraged to pursue that goal. But where does that leave the vast majority of minority students? We certainly cannot realistically say that all should strive for a Doctorate or even for a Bachelor's degree. But we can realistically expect that every student gain the skill and expertise to qualify for the technical and para-professional careers which account for the bulk of job opportunities. Our educational system must change, and not just superficially; the meat of these programs must change to meet the changing educational requirements of our society. In place of the unskilled worker, we must have trained technicians.

It is our responsibility to overcome some of our own prejudices concerning education, and to help broaden the choices available to minority sutdents. We waste our time, and we waste the talents of minority students, when we continue debating the question of academic versus vocational education. Our students and our society need both.

Few will argue with the need for change and improvement in our educational system. Many will argue how best to achieve it. The career education concept is a basis upon which to start rebuilding. It will not be a panacea for all our educational ills, but it does offer the possibility for tremendous improvement.

The public is well aware of the shortcomings of our educational system, and is demanding change. We have an unprecedented opportunity to renew education in our country. We must all, at all levels, become involved in this effort and help develop a system which will be truly responsive to modern needs.

We have not been successful in the past in insuring equal educational opportunities. All of these efforts have been well intentioned, but as far as results are concerned, they amount to idle rhetoric. We have tlaked enough; the problem is well-defined. We do not need more rhetoric, but we do need meaningul education and career opportunities.

Career education can offer those opportunities. It is a new approach, and minorities have the chance to get in on the planning from the beginning, at the national and local levels, and help write the rules so that minority interests are protected from the outset.

CAREER EDUCATION

From Whence It Came - Whither It Goeth

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THE PURPOSE OF EDUCATION

Education as a process is the means by which human beings are changed from what they are to what they may become. It is obvious, therefore, that there are many types of education as there are ways of living. There can be good education and there can be bad education, just as there is a good life and a bad life. Thus, for Black Americans, the desirability or undesirability of any type of education may be measured by its aims and procedures as they relate to them as a people--that is, what benefit will Black Americans gain and how will these gains be achieved.

In order that we may intelligently postulate the question raised in connection with the proposed "Career Education" approach to education, Black Americans must, before giving their stamp of approval or disapproval, regognize that no evaluation is creditable unless placed in s historical perspective. The substance should evidence from whence it came and whither it goeth.

CAREER EDUCATION VERSUS THE BLACK DILEMMA

Prophetic visions for the future as expounded by S. P. Marland, Jr., U. S. Commissioner of Education, should be viewed with caution.

> "Career Education is a way to provide career awareness in the early grades and career preparation in the upper grades that continues at an even increasing level of sophistication until every student is equipped to enter the occupation of his choice...limited only by his personal ability."

History evidences that such statements are by and large made with the exclusivity of Blacks in mind. While we should not be critical of any concept of education that in earnest is directed towards the fundamental goal of a better life for more people, we as Blacks have the responsibility to identify who the "more people" are. We must be prepared to answer the questions:

1. Do Blacks, in Fact, have an education problem peculiar unto Blacks?

2. Is the Black education problem brought because of the failure of Blacks to Maximize their potential or because of massive societal manipulation and ostracism?

3. What guarantees are incorporated in the Career Education approach that ensure a shift in institutional power structured to guarantee a positive response to the education needs of Black Americans?

It is essential that we appropriately reflect on the power of present day institutions according to their capacity to restrain, block or direct "good and bad" outcomes within the societal structure. Also, it is importnat that we recognize that changes in the American power structure and educational direction have generally come about as a result of institutional shifts relative to the political and economic order of society. Thus, with the advent of Career Education as presently pushed by the political machinery of the country, Blacks must not be caught up in the swell...giving their blessings to a concept, not knowing how the objective of such an approach relates to their general well being and development as a people.

CAREER EDUCATION--SOMETHING NEW FOR WHO?

The very fact that President Nixon in his 1972 State of the Union Address, cited and stressed the need for a new direction in the American educational process, is sufficient reason for one to believe that a change is in the making. Mr. Nixon stated that:

> "We need a new approach and I believe the best new approach is to strengthen Career Education... to help spark this venture, I will propose an intensified Federal effort to develop model programs which apply and test the best ideas in this field. Career Education can help make education and training more meaningful for the student, more rewarding for the teacher, more available for the adult, more relevant for the disadvantaged, and more productive for our country."

The Statement is quite significant. However, Blacks must not view any such effort as the panacea that will bring a Utopian educational system. We must insist, without retraction, that the changing system be designed so as to provide for our growth as a people. Care must be executed to guard against the practices of sub-optimization which fill our past history and is major cause for the"psychologial chaos" Blacks have experienced over the past decades.

S. P. Marland U. S. Commissioner of Education defined the Career Education concept as:

"A systematic way to acquaint students with the world of work in the elementary and junior high years and to prepare the in high school and college to enter and advance in a career field carefully choosen from among many. For adults, it is a way to re-enter formal education and upgrade their skills in their established career field or to enter a new field."

As proposed by Commissioner Marland, Career Education purportedly will be constructed on the foundation of four models. These models are described in an education briefing paper distributed May, 1962 as:

1. School-Based Model. In the early grades, Career Education means that the vital academic program is expanded to make children aware of the many fields open to them in coming years.

2. Employer-Based Model. This is a total education program for a cross section of youngsters, 13 to 18, who find their school offerings unchallenging and want to try a different approach to learning.

3. Home-Community Model. Designed to enhance the employability of out-of-school adults. This approach will use TV and radio programs to encourage people to use the career preparation services available in their communities.

4. Rural-Residential Model. For disadvantaged families living in remote, rural areas with few career opportunity to move temporarily to a training center where every member of the family can learn new skills for employment, homemaking or further study.

Mr. Marland has stated that "Career Education favors no ethnic group to the exclusion of any other." However, the fundamental models presented, do in fact bring into focus a very interesting shift and a warning to Blacks for it is noted that one model deals exclusively with the rural disadvantage...known to be more than eighty percent White. It is further noted that no such effort is directed towards the peculiar needs of the urban Black. This is clearly a shift that needs to be assessed on the basis of the overall and as yet, undefined objectives

of the Career Education approach. However, the essence of Career Education as pronounced by those who have input in its development appears to be the systematic and programmatic education of the individual towards the production and essentials required to sustain and perpetuate the growth of the society -- intellectually and skillwise.

WHO WILL MANAGE CAREER EDUCATION?

Far too often, many Black people, frankly, don't want to judge the correctness or the significance of their actions by long-term standards. Instead, their standard is avowedly based on what gives their group the greatest, immediate advantage. To this end, we must come to understand that great leadership consist of devising and defining long-range objectives under which the ultimate gain may require a limitation of our immediate advantage.

Hence, before proclaiming the concept of Career Education as the solution to the Black American's problems, we must look deep into our present educational concept to determine the cause for its failure, giving specific concern as to how this failure related to young Blacks.

Upon doing so, one is sure to find that while our social, political and economic societies are built on principles of fair dealing, the actual workings are often complete perversions of those principles. Students are taught that the voters elect government officials, and that those officials, when elected, are subject to certain checks and balances; they aren't taught how political bosses contrive to control the votes and how often, with the aid of the most respectable citizens in town, they completely circumvent the paper checks and balances. Nor are they taught how this situation tends to decrease the country's possible income. They may be taught some men conspired to defeat the purpose of these laws. Above all, the student is not made to see from the day he steps into his first job, he will be faced continually with situations where his opportunities for immediate self-advancement will conflict with the principles and theory that every American boy can become President of the United States. In fact, the average young person, Black or white, emerging from school or college, finds not only a world he never made, but also one about which he was never taught, or psychologically prepared for--the basis for the failure of the present educational thrust.

If we are to believe that Career Education is proposed as a mechanism by which this failure can be reversed, we should first imagine what would happen if, for fifteen years, every young man chose some career other than farming. Based on the law of averages, this is not likely to happen, but there can be marked trends in one directior or another. The percentage of people, over a span of years, who chose farming, would begin to drop and continue to drop. The percentage who chose banking may rise and continue to rise. When the trend had gone on long enough, it would begin to produce a profound impact on the whole system. Frequently, such trends set up a counter-trend which operated to slow down the rate of exchange.

This counter-trend probably arises from the law of supply and demand. When the trend from farming has gone on long enough, the cecreasing supply of food may bring farm prices up. Farming will then appear to be so profitable an operation that young people will begin to be attracted again. On the other hand, if too many young people want to be bankers, the oversupply of applicants may drive salaries down again.

Based on the above premise and a logical conclusion, it may be determined that the Career Education concept as proposed must be managed from the top in conjunction with the projected skill needs of the various local areas and the nation as a whole. It would be folly to think that the people at the top, who hold both economic and political powers, would hesitate to issue directives on the careers future generations must adopt.

Herein lies the real danger for the Black American, for unless he is involved at the highest level and is engaged in the task of selecting, influencing and managing the essential career areas as trends develop, we may be certain that no significant change will come about relative to our socioeconomic plight ... and thus American education problem as it relates to the Black American is perpetuated.

BLACKS MUST DECIDE

Robert Corum, a journalist during the Revolutionary Period, wrote "Let us begin by perfecting the system of education as proper foundation wherein to erect a temple of liberty, and to establish a wise, equitable and durable policy, that our country may become indeed an asylum to the distruct of every clime -- the abode of liberty, peace, virture, and happiness." He was remarkable idealistic and as the above quotation suggests, his expectations for the performance of an educational system were by no means modest: However, it is inconceivable for us to assume that when Mr. Corum put forth his statement, his thoughts provided for the inclusion of Blacks. The point of reference is that from the beginning, America was formed and structured to the exclusion of Blacks. History evidences as much and no amount of oration will change the course unless the problem is faced forthwith and handled in accordance with good problem solving techniques.

Should Blacks accept this proposition as having merit, they should become concerned as to whether or not (1) The planners will structure the working models of Career Education to trace and correct the historical sequence of intitutionalised racism that permeates the entirety of "operations" America, and (2) Career Education will aid Black people in achieving the ownership and control of the resources of their community, expanding opportunities, stability and self-determination, thereby enabling them to make a maximum contribution economically, socially and politically to the well being of the nation.

In other words, Blacks must come to understand that the true cause for their strife torn conditions is deeply embedded in the American

education philosophy; that philosophy has in fact formed the attitudinal tendencies of White America, and as such, has structured this society to be non-responsive to the needs of its Black population. Therefore, unless the proposed Career Education concept is intended to enable the Black American to attain his maximum potential socially, economically and politically, then we may be certain that it is nothing more than a reaffirmation of "White" nationalism that has prevailed throughout the history of America.

A POINT OF DEPARTURE

To offset any such suspicion, the following steps thould be taken: (1) The establishment of a National Bureau on Black Education and Economic Affairs designed to promote the interest of and respond to the peculiar needs of the Black citizenry, and (2) The establishment of a Black Community Economic Development Fund specifically designed to promote the Development of Black Business and Industry within the various Black communities.

Position Paper

Presented at The

Conference on Career Education:
Implications for Minorities

by

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Career Education, Professional Preparation, and Minority Groups

In pondering the problems associated with career education, professional preparation of teachers, and student personnel specialists, and adding the parameter of ethnic and racial minorities, one is faced with a labyrinth of elusions and dilemmas. That is, each of these concepts is laced with an aura of mixed feelings, differentiated definition, and polarized perceptions as to what is the most beneficial method of operations. Historically, all of these concepts have, at one time or another, been the focus of academic controversy, especially the concepts of career education and professional preparation of teachers and student personnel specialists; but because of the impetus of Brown vs. Topeka and the civil rights struggle which ensued in this country and abroad, another more political dimension has been added. This added issue of contention, of course, is the question of how the down-trodden, the traditionally disenfranchised, the mythical children of evil, should be handled as this relates to life's preparation -- in a word; how should the minorities (the newly enfranchised) be educated in America.

Historical Background

The first tangible evidence of the dilemma regarding the place of minorities in education, generally, would be the argument of whether women should be educated or not. However, the first significant argument launched, vis-a-vis the racial question in this country, was whether the Black should be educated or not. There were many reasons used to negate the education of the Black, who was, at the time the polemics were final, chattel property, and three-fifths of a man. For example, in 1865 at the end of the Civil Was, there were yet 19 states in the union who by law absolutely forbade the educating of Blacks. It may be said that the first real "show down" came when the Morrill Act of 1890 was passed which did allow higher educational institutions in the South to provide educational opportunities to Blacks under the title of Negro Land Grant Colleges. As late 1917, a report by the Phelps-Stokes Fund revealed that in all seventeen of the states which had Negro Land Grant Colleges, only twelve students enrolled in courses that could be classified as college level. As a matter of fact, Southern Legislatures and state departments of education were not overly friendly to these land grant institutions. They insisted on keeping them purely

as trade schools, and opposed any offering of liberal arts programs in them. In one Black state college, the only way that Latin could be smuggled into the curriculum was by offering it uner the title of "agricultural Latin" (this was Florida A. & M.)

Consequently, from this historical note, it is apparent why Blacks and other minorities are paranoid and, hence, not readily embracing the concept of career education. Up until 1954, North Carolina and Virginia were the only Southern states which established publicly supported non-vocational colleges for Blacks.

While the latter portion of this historical overview has addressed the Black plight and its relationship to education in the United States, it is recognized that many other ethnic minorities are now belatedly aware that they are beset by the same dynamics which have caused Black Americans to be victimized by instead of beneficiaries of the American education system. Given the multivoluminous works (Crisis in the Classroom, Silberman; Dark Ghetto, Kenneth Clark; Death at an Early Age) and the historical precedents which speak to the failure of the educational systems relative to minorities, it is hardly startlint to find that minorities are concerned as to whether the concept of career education and its somewhat unclear inherent parts will offer more of the same treatment -- to use an old adage, will it be "old wine in new bottles?" What is to follow, then, shall be an examination of what one writer observes and judges as being the trouble with one aspect of the matter.

The Problem

The problem, from one vantage point, is clearly one of preparation of professionals. (Getting the teachers and guidance counselors competently ready to implement the concept). Whether or not the career education processes work for minorities is contingent upon the philosophy, nature, scope, content, and quality of preparation programs provided to the would-be teachers and student personnel specialists (e.g. counselors, school social workers, school psychologists, etc.) who will eventually go into the nations schools. Then at the heart of the problem is the curriculum and instruction used in preparing the professionals who will work with minority students. The onus falls upon teacher training institutions, their faculties, their curricula, and their commitment to producing more relevantly qualified professionals.

History has shown us that higher education institutions generally and the teacher training programs in particular are very recalcitrant. They adhere to a perennial curriculum structure, and their objectives relative to the learning processes venture back and clearly illustrate relics of the medieval universities. The conventional teacher training models have stressed subject matter mastery, a knowledge of the king's English, and rote memory. When this, traditionally, has not been accomplished, the student failed. He was blamed for the failure of outmoded teaching and learning models. The process of placing the blame on the victim has to cease immediately and a new direction of charging and indicting the teacher preparation institutions must be the protocol.

If one were to view a teacher training curriculum at most os our universities and colleges that are purporting to prepare teachers and student personnel specialists, he would be shocked to learn of the nature of the curriculum which is being used to prepare the mentors of the minority students. For example: Basically, each student who anticipates teaching or becoming one of the personnel specialists in public schools is enrolled in the first two years of college into what is traditionally known as the core curriculum administrative unit -- variously called university college, general studies division, etc. Here this student who is preparing to become a teacher is required to study along with individuals in survey courses which range from physical sciences to health and physical education. While this is not a problem in and of itself (studying several disciplines) the processes employed in teaching these courses and the nature of the content used for the courses make them a prerequisite for other courses which are to follow. Rather than using this method, the courses which are inextricably imbedded into the core curriculum units ought to be taught in such a manner (stress techniques) that elements of their relationship to the world of work could be emphasized. Moreover, the implications for minorities, because we do make a difference, must also be grappled within these courses.

A teaching candidate who may be enrolled in general chemistry is not taught the course as if he or she will become an elementary teacher, let alone as if it could be used to stress career education. They are taught the course as if they were going to become a Nobel Prize winner in Chemistry in the next decade. This is not to mean that the courses taught to future teachers and counselors, etc. ought to be watered down and competence deemphasized. But presently they are taught in a manner which

has a posture of compartmentalized learning exercises. The candidate never fully grasps the relationship to knowing chemistry and teaching in an elementary and secondary school and guiding and counseling students into areas of the physical sciences as a career option.' The end result of the experience in the two years spent in the core curriculum unit of a college or university is an obsession with grades; it is definitely not a cultivation of an expertise which lends itself to provocative pedagogy in the elementary and secondary schools with a career education thrust.

Furthermore, the students enrolled in core curriculum units throughout the nation now, and who are anticipating becoming teachers and student personnel specialists, are seldom given the opportunity to interact with a real professor. Here, however, an exceedingly strong assumption is being made -- it is assumed that the professor will know more of career education and the world of work, and that he is interested in teaching -- this, of course, is not always the case. That is, in most of these courses, if they are not taught in large lecture sessions of 200 to 300 students, or by closed-circuit television where one professor may be vicariously enjoyed, the candidates are offered such significant courses by a "TA" -- Teaching Assistant. It is very doubtful if the professor today has a significant knowledge of the relationship of his subject matter to the world of work, but it is most assuredly a fact that very few graduate teaching assistants do; for they are inexoribly obsessed with obtaining grades, for they are there to obtain Ph.D. degrees and therefore they will have little time or desire to venture into how the course may be used in a manner of providing career information to an inquisitive young mind.

Hence, the teacher-to-be is captured for two complete years in a straight jacket of courses which are viewed by most as a complete waste of time. This writer will not go on record as saying that the courses are a waste; but he will say that the way in which they are taught makes the course non-correlative to many of the future professionals who will have the charge of stimulating the elementary and secondary minority student into a meaningful career. It is postulated here that unless the benefits of knowledge can be made to be realized to the young curious Black, Red, or Brown student, the course is meaningless. It is further postulated that achievement is enhanced when a student can be taught the uses of the course content in the world of work.

However, the very nature and practice of grouping all students who are in teacher and counselor training into a core curriculum administration may be negating what we are attempting to do in careeer education for minorities. The person taking chemistry for a prerequisite for a pre-medical degree is not using this course for the same manner as the teacher-to-be and therefore, they should have different emphasis imparted to them. The professor, when and if one offers the course, is not interested in whether or not he is teaching in the manner in which the course may be presented to galvanize candidates into teaching the course as a career possibility, he is interested in recruiting students, the better students, into his profession. For Toffler has shown us in Future Shock that the modern professional cares not about the orgnization; he cares only about his standard and collegial cadre. The Teacher-to-be, who may have a mild interest in the course, is left to fend for himself, becaus his I B M card notes that he is an education major and such a professor alluded to is apt to think the subject matter too hard for him to grasp anyway. Consequently this teacher will not have an adequate enough background to integrate career education in chemistry into his science unit upon graduation.

The example of chemistry has been used here to illustrate what actually happens in a number of cases (far too many) as this relates to the professional preparation issues relative to turning out professional teachers and counselors, etc. who may have the background to implement aspects of career education into the chief concern of the American educational system. This chief concern which we cannot overlook is that of subject-matter mastery. The cycle described is fully appreciated when one realizes that well over one-half of teacher training programs are parallel to this type of caricature of preparation. This has to be curtailed if career education is going to be integrated into subject matter mastery.

Throughout the first two years of preparation of teachers, the opportunity seldom presents itself to take any type of course that resembles career guidance or occupational information. Consequently, the students never gain the opportunity to develop a perspective on how courses may, in fact, be taught from a vantage point of presenting interested career information to young students.

The academic programs pursued by teachers in teacher training programs are geared to the objective of mastering academic subject matter. Hence, this paradigm establishes

in the mind of the candidate, as a result of his forced obsession with regurgitation of subject matter, the monolithic path of academia as the right one to take in preparing for life's roles. That is, a given student enrolled in a teacher training program cannot address, indeed, the professors are not cognizant of, the concept of career education because all time must be spend in developing a superficial excellence which can only be measured by how much the teacher training candidate is able to recall on a test. The adage would have it that "one plays as one practices". Hence, if the preparation which could be likened upon the practice session is performed from a perspective of subject matter mastery, instead of the desirable of a coalesence with career education processes in the pursuit of a degree, it is only logical to conclude that the teacher, upon graduation will play the game (teaching) from that vantage point. This is the spiral of futility which must be broken if, in fact, career education processes are to be interwoven into the chief goal (subject matter mastery) of education.

The Professional Preparation Years

What has been alluded to above are the first two years of training for a given teacher candidate in the colleges and universities across the country. The latter two years, in the vernacular of teacher educators, are known as the professional training years. In these years, traditionally, the teacher is accepted into a given faculty, i.e. history, social sciences, health education, or even industrial arts. It is assumed that becasue the candidate has weathered the sinister storm of the first two years, that he is capable of becoming a bona fide teacher. Ironically, however, upon checking the grade point average which is required to enter the professional level of teacher training, it will be found to be incredibly low. In most instances, on a four-point system, it is 2.2. On a five-point system, it is 3.0. Both systems require, then, a minimum "C" average to become a teacher. However, remember that this is based for the most part on academic experience which is totally unrelated to what the teacher is supposed to prepare to teach. Nonetheless the transcript will rarely, if ever, show any formal signs of career education or occupational information types of academic experience. Most assuredly, traditionally speaking, there will not be any courses apparent on this transcript which is used for entrance to the professional years which will reflect any subject matters dealing with minority groups and their unique plight. In searching

the the whole of a leading Big Ten University's teacher training required professional courses, not one course is found in occupational information, career education, nor a single course addressing racial or ethnic minorities. Given this situation, then, one can expect the concept of career education to take a firm grip in our educational system and have the impact that is envisioned as being needed by the officials who are sold on the concept? Certainly not!

That the courses required and/or the experiences required for a relevant assurance of career education are not present in our current professional preparation curricula is an undisputed fact. However, that reading lists for the traditional courses include no pertinent book and treatise is another more indicting fact. Not only will the faculties of our great universities fail to incorporate courses dealing with career education, occupational information, and ethnic minorities in their curricula, they are seemingly opposed to suggesting that the candidates read, occasionally, a book or two addressing the problem.

This type of insensitivity clearly indicates the priority of our teacher training program. It is posited that unless career education is mandated by funding agencies, and such courses be immediately implemented into curricula, they will not appear. It is this writer's observation that many present day educators are floundering on the concepts of career education as being important and they merely pass the time to the point at which the entire phenomena will have been a process that could have worked, but have not thought deeply enough to lend their energies to make it a success. Here the reference is mainly addressing the so-called teacher educators.

Granted the courses which are required for the professional years, the last two in work toward a bachelor's degree, are not all bad. They usually will include but not be limited to the following types of courses: A History of Education; Elementary or Secondary methods (depending upon the grade level at which one anticipates teaching); Educational Psychology; Philosophy of Education. The courses which follow in the professional foundations realm are, after these, a hodge podge of course which will differ from institution to institution. Three courses are usually conspicuously absent -- career education techniques and methods, occupational information (except for the masters degree in guidance and counseling) and

courses dealing with the culturally different in educational settings with emphasis on the phenomenon of learning and career guidance.

Why are these courses necessary? They are important to meet the challenges which the world of work will present a la Future Shock. Future Shock tells us that we must develop some means of forecasting the future in terms of what it will bring, along with the rate at which that future will be upon us. This writer would like to suggest that all concerned think of developing teacher preparation curricula which would provide for the exigencies of the year 2000. While the professors, many of them anyway, will not be around at that time, most of the teacher candidates will, and a preponderance of the students whom they will teach will merely be young adults. Then, we cannot use teacher training and counselor education curricula which addressed the milieu of 1900 to achieve the dynamics and the rate of the dynamism which the year 2000 will heave upon society.

The professors specifically, the colleges and universities generally, and the federal governmental agencies most assuredly and unequivocably, must realize that the world will have changed in myriad ways by 2000. America's population, standard of living, family life, labor force, and economy may be hardly recognizable. Most of us who are yet living, and if we are not retired, will be working at a job that does not now exist, or one that is dramatically changed from its present form.

About one-fourth of today's workers are in occupations that did not exist 25 years ago. And it is estimated that, in the near future, 75 percent of the working population will be in occupations that do not now exist. The current revision of the Dictionary of Occupational Titles contains more than 7,000 job titles not listed in the 1949 edition.

It has been said that man's knowledge doubled from 1 A.D. to 1750, doubled again by 1900, again by 1950, and still again by 1960. Knowledge in the sciences, particularly, is doubling every seven to ten years. Where this all will lead vocationally, is difficult to predict.

Teacher training programs must deal with the science areas in addressing their future teachers in such a manner that they will be cognizant of the fact that already communications satellites, interplanetary space ships, computers, and psychochemicals are becoming more widely used. Nuclear power is becoming a more common form of

industrial fuel and may soon dig canals and help produce natural gas, oil, and minerals with new ease. The ironic aspect of instructing this teacher candidate has to do with the need to point out to them that all of these advancements alluded to have occured in their life time and that they are most likely not pursuing these fields because they did not know about them; for, indeed, they had not come into reality. It should likewise be pointed out that the most likely reason why they are in teacher training programs is a function of their knowing about the availability of teaching as a career simply because one stood in front of them for twelve years. Hence, the implication for career education ought to become apparent to these candidates from a differentiated perspective. First, that teachers are no longer in demand, is a career lesson. Second, they must know and develop skills whereby students whom they (the fortunate ones who will get a job) will teach will not make the mistake of preparing to enter a profession which is on the down trend as far as need is concerned.

Teachers in preparation, in order to teach career education concepts, must realize that career planning today as it relates to minority students calls for an earlier start, better preparation, a longer look ahead, and greater flexibility then in previous times. Career education, in order to become a major priority in professional teacher training as it relates to these teachers bo be, must be capable of cultivating career goals into the development of minority students.

Given the types of courses which are yet, and probably will remain an integral parts of teacher preparation programs, the writer would like to suggest that they at least be augmented by process areas which will center upon the following areas of concern as they relate to career education concepts. It must be added, lest one forget the significance of making a distinction which addresses the culturally different (the minorities), that a special type of sensitivity must be cultivated in the professional teacher-to-be in an effort to realistically coalesce the learning phenomena of the affective and the cognitive. Therefore, the paradigm should be the regular professional types of courses, interfaced with designed interpersonal realtions workshops (to deal with latent bigotry, racism, and sexism) and the the following:

> The College of Education should have learning experiences (required) which will cultivate in future teacher the ability to motivate minority students and to make them aware of:

TIMES OF TRANSITION IN WORK -- This learning process area will address the need for the teacher to learn techniques of teaching the phenomena of progress and the fact that progress is made on all fronts around the students. As progress is made, the students, will need to learn how to predict change, figure out what it will mean to them, and grow with it.

BUILDING LIFE PRIORITIES -- This learning process will address the need for the teacher candidate to learn techniques of teaching the phenomena of how a given student's career will greatly influence the way he lives and the way he contributes to society. The teacher will learn how to motivate a student into pondering a given career by developing the abilities, pointing out how one's career will largely determine his daily schedule and stting in which he will spend his time. He will be able to point out to the student that his career will have a good deal to do with the kind of home he can afford, the type of entertainment he will enjoy, the political power he will possess, the clothes he will wear, and the racial pride he will continue to have.

YOU AND YOUR WORLD -- This learning process area will address the need for the teacher candidates to cultivate a skill in career guidance and teaching which points out the necessity for each student to paint a clear and colorful picture in his mind of his developing self and changing working world. The picture which must be stimulated upon the students' minds must be presented (the course materials and guidance techniques) in a manner which will stress self and personality aptitudes, education, cultural heritage, and work experience. The pedagogical endeavors in the teacher training curricula must develop in the candidate the qualifications to present a picture of the occupational world, including worker qualifications, atmosphere, and working conditions, collective bargaining, earning and advancement prospects, and employment. "You and your world of work" as a learning area presented to potential teachers points out that people work for widely different reasons; most of them to support themselves and their dependents, some simply to have something to do. But more important, most of them work to express themselves, to establish themselves as worthwhile, productive persons, with the racial and sexist prejudices notwithstanding.

PERSONALITY FACTORS -- This learning process area will address the need for the teacher to learn how to interpret the importance of personality to minority students. Many minority students will display personalities which, according to traditional values, will run counter to what is thought to be the desirable for a given career. Students must be taught that as they grow up, they usually find themselves adjusting to different types of people in many kinds of situations.

Teachers have to learn themselves, and know how to teach to minority students, that thousands of different occupations can accomodate many different types of personality. Think of how different in personality are an assistant secretary for H.U.D. (Mr. Jackson) and a showman, (Bill Cosby). Both require a good set of nerves, but temperament may help the comedian and endanger the public servant. Students have to be taught how to assess what others think and feel about them and to gain a self-rating with regard to what they can possibly achieve in and how they can work on personality transformation themselves to make it more commensurate with what they desire to be. This is simply teaching one how to adjust to the world situation and is especially ture for the minority child. However, it cannot be left to chance, it has to be planned by design. A special type of adjustment and/or coping is required for the minority child.

Teacher candidates have to acquire a skill to impart to students how the several roles they are currently compelled to play smack of what is required of them in an ever changing world of work. In secondary schools, for example, minority students play different roles in sports, scouting, siblings at home, members of community action groups, and in jobs, i.e., Neighborhood Youth Corps. They must be taught how each of these roles requires a different personality factor relative to being in a position of follower, leader, team worker, performer, teacher, student, political activist, etc. In a word, the students have to be taught by teachers that the better they can handle the various roles, the better prepared they will be for more responsible jobs. Again, the major thrust and the implication for teacher training curricula must be that they have to be designed for the teacher-to-be in such a format that these special types of pedagogical abilities are not left to chance. This precisely what the case has been. Teachers have known sociology, for example, as a function of their

mastering subject matter in the training program. However, they have not been able to see the interfacing aspects of how knowing social institutions significantly provides a base for career guidance with respect to personality types which for certain specific roles which a given institution, say, business, requires.

INTERESTS AND MOTIVES -- This learning process area will address the need for the teacher to learn how to recognize and guide a student to the activities in which he clearly demonstrates an interest. This is the first step to developing the concept of "instrumental and intellectual competence" (c.f. Arthur Chickering's Education and Identity.) Here teachers in training must be equipped with the wherewithal to use interest shown as the fundamental first step in assisting students to sort through things they like and do well as opposed to things which they do not like and cannot do well. Hence, they ought to be diverted away from work requiring such undesirable and unliked activities. Teachers must pursue learning activities which will allow them to teach minority students how to look for additional things which they can learn to do better which, in fact, at a given time, they do not do well. Consequently, the omnipotent syndrom of saying that "a student cannot do this" will be negated, for room will be provided for the student to possibly develop in a given area.

Students will probably not be able to do only things which they like to do. Indeed, not only minority students, but all students are required to do things which they do not like to do. However, if the professional personnel will have the qualifications to direct students into areas which inhere the students' basic interests, they can choose intersting school courses, extra-curricular activites, hobbies, and jobs which will develop in motivation for career choice.

Teachers must be made aware, indeed, trained, in the difference between interests and abilities. They must be taught that interests are what students like; and minority students do show a rather consistent interest in certain school activities and studies; abilities are what the student can do, however, and that is quite different from interest.

Elementary and secondary teachers ought to be required to take, not only psychological measurements and testing (but the evils of culturally biased tests must be reconciled), they must be qualified to use interest inventories along with subject-matter subjects so that they will have "more of an objective perspective as to what each student's interests are". That is, they will increase their abilities to guide students into possible careers; but interest inventories are not infallible. Such inventories usually cover many things which a teacher might not have thought about for the students and they are forced to compare a student against things which they many not have rated together before. Because of cultural difference, however, a course in, say Black Psychology, or ethnic psychology, is to coincide with this type of learning area for teachers-to-be. This will, hopefully, insure against the test data being misused. Reginald Jones has a work entitled Black Psychology which treats many of the psychometric issues with which we must come to grips as theyrelate to the use of test data and Blacks but generalizable to other groups.

A course in ethnic psychology, or a unit along with this alluded-to learning area, will add signifcant credence to the use of psychological and interest inventories when they are deemed desirable to use by a practicing professional. The course dealing with some aspect of the culturally different will guard against the proclivity of these inventories to label a minority student as trainable when, in fact, the function of a differentiated cultural experience is the primary reason for a potential engineer (minority group student) showing traits, to a misinformed teacher, as a shoe repairman. Studying several of the interest inventories, especially the classification by Holland, will demonstrate that these two careers have some similar traits vis-a-vis an interest test. The naive and misinformed teachers and/or guidance counselors, without a doubt, place the minority student in the shoe repairman category and the Anglo student in the engineering category. This is unforgivable, but the preparation which our teachers are given in the so-called teacher education programs are in fact, programming teachers into such naivete and ignorancd.

If teachers-to-be are trained in the use of inventories and their relative use, they will see inventories which provide scores that show a student's relative interest in activities in at least, in some cases more

than, ten fields; areas such as outdoors, computational, mechanical, literary, and others. Another type gives scores that allow a student to compare his present interest patterns with those of successful men or women in many occupations. Here, again, care must be the guideline, for most of these inventories will report successful men and women, but they will be successful white men and women. There is a need, the, for the funding agencies to conduct studies to ascertain what a successful non-white man or woman will show their traits as being. It must be taught to teachers-to-be, not left to chance, that contrary to popular belief, students' likes and dislikes are not just temporary. Their basic interest patterns of the latter teen years probably go through life with them. However, there is a need for the minorities to have career enrichment programs whereby they may learn of other potential interests which may be used to initiate the quaint term, but substantive process, of motivation.

VALUES AND STANDARDS -- This learning process area will address the need for the teacher to learn how to understand the value systems of minority students. The American and Personnel Guidance Association has a special publication on Culture as a Way of Being. This publication addresses the minorities of Puerto Ricans, Native Americans, and Chicanos. The essence of the work is its protrayal of the difference of culture as a legitimate way of being. The teachers must be taught that these students will bring a certain unique philosophy of work to the classroom as a function of their being of a minority. This is not bad; it is good. However, to treat the WASP aspect of culture as the only way is bad. Nonetheless, it is incumbent upon the teacher training programs to cultivate how the different cultures do, indeed, must, coalesce at some point in time without the pride being abdicated. A workable relationship between the individual and society is necessary. At certain times a student is a member of a minority group, a family in a minority group. His attitudes and behaviors toward the world around him, especially work, is shaped by these factors. However, there are work standards which all members of a culture must have. Education and a career are thought to be two whereby this unity of a pluralistic American society must come together.

There are, obviously, other learning areas which may be incorporated into the current teacher education programs around the country. The main cry here is to bemoan the fact that now the style and philosophies undergirding our teacher education programs do not foster nor argue a priority of career education. It will not catch hold by a miracle -- these process emphases must be initiated by calculated design. They must be begun in the colleges and universities who are ostensibly training our teachers and other student personnel specialists. It is postulated, nonetheless, that these changes will not occur unless an agency like the U.S. Office of Education makes categorical types of funding contingent upon a clearly conceptualized curricula addressing these types of experiences. For unless this is the case, the concept, Career Education, will become a dysfunctional phenomena which could have been. If the paranoia which minorities embrace is going to be sispelled, and if society is going to bestow credence upon the concept of Career Education, and if the sprial of futility which is manifested in the myth of education as the wya out for the minorities is going to be dissipated, it is the professional training of the teachers and student personnel specialists which must stand in the vanguard. Consequently, unless the universities and colleges are mandated to address these concepts legitimately in their curricular patterns which are offered to teacher training students, we are engaging in an exercise of social unreality and this is a pedagogically unjustifiable position which will have as its concommitant a resurgence in the credibility gap already widening by enormous proportion between the educational institutions and the minority populace of America.

CAREER EDUCATION: PERSPECTIVES OF A CHICANO EDUCATOR

BY

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"El gato que con leche caliente se quema, hasta al jocoque le sopla"

There is an old dicho--a saying or proverb--in Spanish that says that a cat which has been burned with hot milk will even blow at cottage cheese. This is my position with career education. We in the Chicano community have been burned by hot milk--not only vocational education, but the whole of the educational system--that we wish to blow on the cottage cheese--career education--before we partake of it.

I am not saying that I as an interested Chicano educator do not accept the concept of career education. I have been involved in community/junior college education all my life and I have been working to develop curricular patterns and educational systems that incorporate most of the ideas upon which career education is based, though not in the so-called "academic" courses, but certainly in the vocational-technical-occupational career education part of the instructional programs in the institutions.

Many of us in the community/junior college movement have worked to provide adequate counseling to students so they can be knowledgeable about the many career options. We have worked to provide flexible entrance and exit requirements so students can drop in and out of the educational experience at any time. We have worked to develop career ladders and career lattices so that a student need not have a "permanent bondage to a career goal", but can move up and/or laterally whenever he feels the need.

I could go on and on. Commissioner S. P. Marland Jr., among many others, recognizes the contribution that community/junior college educators have made in career education, when he said that "If there was a birthplace of the career education concept, it was very likely in the two-year colleges. You led the universe of education in saying that education did not necessaryly have to be dichotomized into the academic and the occupational. You knew the truth and the simplicity of this formulation." (Marland. "Life, Work, and the Career Education Concept," speech made befor the annual convention of the American Association of Community and Junior Colleges, in Dallas, Texas, 28 February 1972.)

So...it is not the concept of career education about which I have questions. It is with the implementation of the concept that I am concerned about. It is with the many, many safeguards that need to be taken to insure that the Chicanitos receive from the educational system the services they deserve. The many sins of omission and commission have the possibility of doing more harm to the Chicanitos than has been done to date. It is some of these questions that I hope to discuss in this paper, particularly as they relate to the problems of the Chicanitos in higher education, beginning with the pre-admission counseling, through upward mobility, through job placement.

Testing, Counselling, and Decision-Making

"Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to puruse a job, seek further education, or choose some combination of both." (Career Education. DHEW Publication No. OE 73-00501. Washington, D.C., U.S. Superintendent of Documents, 1971)

In the past, Chicanitos in high schools have been "counselled" into rather meaningless vocational-technical programs that have not prepared them for anything else than low paying jobs, if that at all. The decision has been made by counselors and educators on the basis of invalid, unreliable testing instruments that really do noy measure aptitude, potential or whatever needs to be measured.

What safeguards will be taken by the proponents of career education to prevent this from happening?

These same tests have been used by admissions personnel in the institutions of higher education to keep sutdents from enrolling in some institutions that have selective admissions requirements and from enrolling in "prestige" technical programs offered by those institutions having so-called open-door admissions policies.

Attempts by minority leaders to scrap these testing programs--at least to prevent them from being used in the counseling of minority students "out" or "away" from programs have proven fruitless. It would seem to me that the U. S. Office of Education must take strong steps in this direction so that "entrance and exit requirements will be flexible enough to enable all persons to acquire--at any time they choose--the educational and occupational experiences that meet their needs." (Career Education. DHEW Publication No. OE 73-00501. Washington, D. C., U.S. Superintendent of Documents, 1871)

Another related problem of career counseling that concerns me is that the vast majority of the counselors both at the high schools and the institutions of higher education at this time not only do not understand the culture of the Chicano students, but in many instances do not care to learn. Part of the re-orientation of the counselors should include awareness, understanding and appreciation for the different sets of values the Chicano students operate from, the culture and mores of the students and how this relates to their outlook toward life.

Curriculum Development and Articulation

In a large number of instances, the minority student that does get into an institution of higher education finds himself in a program that leads him to a dead-end job. The curricular patterns within an institution, not to mention between institutions, are so designed that there is very little opportunity for a student to move "up" to the next program.

Let's discuss the nursing field. A minority student may get admitted into a relatively short-term program that prepares nurses aides. After that, if he/she gets admitted into the next "higher" program-- the one-year licensed vocational nursing program--he has to start from scratch, as if he had learned nothing in the nurses aide program. Assuning that the student wants to continue his education and gets admitted into an associate degree nursing program--normally about two years in length--he has to start all over again.

This problem is perpetuated by the whole of the educational establishment, from the state vocational-technical agencies, through the state nursing licensing boards, to the institutions themselves. Sometimes, in some of the fields, this is further complicated by "professional" associations or other licensing agencies. The problem is further aggravated when a student attempts to transfer to a baccalaureate degreee granting institution.

It would seem to me that the U. S. Office of Education can provide greater leadership than has been previously provided to prevent this from happening. It would seem to me that curricular patterns can--and should--be designed so that a student can have the flexibility "to spin off from the system at whatever point he chooses," to quote Commissioner Marland, whole still having the option of returning to the system or "moving up" in the system to opportunities that will provide better paying jobs.

Professional Education

The need for in-service training for present professional staff in order to orient them to the concept of career education is a "given." Everyone who understands the concept of career education realizes this. However, what I think also is needed, as mentioned earlier in this paper, is orientation of the present staff to the needs of the minority students. I would feel much better if the proponents of career education would provide assurance that part of the re-orientation of present staff includes cultural awareness...and beyond.

What is much more important-- and I have seen nothing in any of the literature I've received and have heard no one mention in any conversation regarding career educatin--is the need to train/educate Chicanos to serve in professional positions in order to better serve Chicano students' needs...from counselors, through teachers, through administrators. In fact, the few funds that have been available to train people for positions in higher education, under Part E of the Education Professions Development Act, P.L. 90-35, have been drastically reduced, from $5.8 million in fiscal year 1973 to $2.1 million in fiscal year 1974. I really do not believe the Adminsistration can be talking of such drastic educational reform as implied in the career education concept and

be really serious about including the minorities, if plans are not developed to provide funds to educate/train minority professionals.

If career education--in fact the whole of the educational system--is to attempt to better serve the needs of the Chicano community, a greater effort must be made to train Chicanos for educational leadership at all levels. It seems to me that at the present time the greatest need--if one can assign priorities when the need for Chicano professional staff within the educational hierarchy as great as it is--is in the area of educational administration, particularyly at the higher education level.

Internalizing or Institutionalization

Perhaps the greatest problem of all is the one of the internalization or institutionlization of the concept. One does not have to dig too deeply or look too far to find educational institutions which have embraced programs which were federally funded and then, immediately after the funds were withdrawn, drop the program.

In a great number of instances, institutions have had proposals funded which have done more damage than they did good. For example, a large number of proposals have been funded which were written by writers who know nothing of the needs of the minorities they were trying to help. In effect, the institution was trying to provide the answers for the minority community when they had not even bothered to ask the questions. When this error is compounded by having this same person administer the program, the result is a "rip off" of the funds, which could have been used more effectively elsewhere.

It would seem to me that part of the plan of the U. S. Office of Education should be to insure that the concept is institutionalized or continued, after the federal funds are not available.

Summary

The concept of career education, with its flexibility of entry and exit requirements, greater opportunities for career options, better counseling, and so forth, is at least to me, an acceptable one. I think I understand the model and it seems to be a good one. However, there are a number of areas, a few of which are covered in this paper, which are of tremendous concern to me, as I think of the implementation of the concept.

The whole area of testing, counseling, and career decision-making is a very crucial one. The testing instruments which have been used in the past, proven invalid and unreliable to measure whatever needs to be measured in Chicano students, need to be thrown out, or at least greatly revised. The counselors need to be made aware of the cultural differences of the Chicano students.

The area of curriculum design is one which deserves much attention. The career education concept implies career ladders, so that a student can have the opportunity to move "up" the ladder of career opportunities. The curricular programs at the present time inhibit--indeed prevent--this upward mobility. The problem is aggravated by almost every level of the educational system. Great leadership is needed in this area.

The area of greatest concern to me is the need to train/educate Chicanos for positions of responsibility within the educational system--from counselors, through administrators. I think the greatest need is for higher education administrators. Part of the career education masterplan should be the provision of funds to train/educate Chicanos for these positions.

Another great problem is the internalization or institutionalization of the concept of career education. The Chicano community has seen many "rip offs" of federal funds, with the program started with federal funds dying once these funds are not available anymore.

EPILOG

The concept of career education, on paper, is a good concept. However, I've seen "in" words and slogans that become passwords to federal funds that develop into programs that have done little or nothing for the Chicano community. In fact, some programs have done irreparable harm.

So...just like that cat would want to blow at cottage cheese after he had burned with hot milk, I want to blow on career education. I like the concept, but I am very cautious about the implementation of it.

Values Have Consequences: Some "Why" and "How" Considerations of Current Thinking About Career Education.

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Values Have Consequences: Some "Why" and "How" Considerations of Current Thinking About Career Education.

Educational Reform, as in the case of Career Education, should represent a process, not a conclusion.*

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*If the dominant image of our time is process, as some argue, then, perhaps Whitehead's adage that "process and existence presuppose each other" may now be taken seriously. As a case in point, if the new concepts are to be thought of as providing services and responding to needs, then it is imperative that the concepts be treated as questions that are expressed in terms of "service to whom?" and "in response to the needs of whom?" If the answers are treated as conclusions, and are not generated in the process of open inquiry and development, then the implications for minorities are, to say the least, discouraging.

The available literature on career education with which I am familiar has not adequately answered the why and how considerations that attend to the new reform strategy. As a result, this statement will not review and critique the existing rationale for the new reform efforts, but will represent, at best, a personal interpretation.

Speculations

Why Why is there currently a major effort to revalue and relegitimize the "work ethic"? In my opinion, the answer is that career education is an effort to reestablish equilibrium between and among the various subsystems--economic, educational, social, and political--that function to regulate and maintain the values of the dominant group.

Specifically, it is a case in which long-standing educational values, concepts, attitudes and practices have let to disequilibrating consequences within the existing socio-economic and political substructures.

With reference to values, it is my opinion that the inconsistency between the values held about education and the realities of the market place, long since recognized by the minorities, is now producing widespread tensions throughout the society as a whole and career education address itself to these tensions.

Values and the Market Place

My first concern is to identify the dominant value orientation toward education and to speculate as to why it is held. First, it is believed that through education, social and economic mobility is universally possible; secondly, status and mobility can be earned through individual educational achievement; rewards of prestige, privilege, and power will accrue directly to those who have achieved academically and finally, this is construed to be right and just; this is the way it should be.

Why is this value necessary? Apparently, there is a scocio-cultural imperative to match individual and group talent to collective institutional needs that must be met if the system is to maintain itself. If the needs are such that the roles (and positions) exceed the number of available individuals to fill them, then a fluid, open, and relatively unstructured selection-status-situation is likely to obtain. On the other hand, if the number of individuals is in excess of the available role-status-positions then, selection and allocation functions will emerge as somewhat selfregulating, equilibrating mechanisms controlling access and entry activities. In my opinion, the educational institution has increasingly assumed this function. It is perfectly clear that this function has been the bane of minority groups and the boon of the majority. Now, apparently, this function is being applied to growing numbers in the majority population as well. If this is the case, and I believe it to be so, then an emerging

new function of the educational institution will be to create internal structures and mechanisms that will lessen the strains and tensions that follow from the inconsistencies that grow out of the traditional value of educational achievement and the reality of limited opportunities.

Further, it is interesting to speculate that the intent (no, the probable consequences) of career education is to readjust economic and political disequilibriums that are resulting in tensions being increasingly experienced by the majority. Minorities have lived with these tensions for a very long time with very little being done about them. It is only recently that the majority has been confronted with major inconsistencies between values held about education and the realities of the market place.

My own sense of recent developments is that there is now growing tension within the majority over education as the panacea for individual and collective ills, and as the royal road to social mobility with its concomitance of economic and social power. As would be expected, this kind of tension was not particularly regarded as a problem as long as the ambivilance toward education-the enchantment-disenchantment was limited to minority groups. Now, however, there are signs that the disenchantment is spreading and beginning to effect members of the majority as well.

As I have indicated, the dominant culture has always valued education. The functional consequences of this investment have included the following advantages for the cultural majority.

Education has always:

1) served as a selecting and recruiting agency through which access to differentiated levels of status--privilege, prestige, and power--has been facilitated.
(Primarily, to the disadvantage of the minorities.)

2) legitimized the right of those who hold positions of status--and the prerequisites of incumbency.
(Primarily, for minority orientation.)

3) screened out those judged to be of low value or, where this was not possible, made special educational provisions for them. (Primarily, the minorities.)

4) served as a safety valve to syphon off and reward minority members of talent. (Through co-option.)

5) been system maintaining in that those who are uneducated and powerless are led to blame themselves for their failures rather than the system.*

At the value level, education has been seen as the means to a fuller, happier, more satisfying life. This view is now being questioned by both the majority and minority members. As I indicated earlier, minority groups have experienced tensions over this value for two distinct, but related reasons: 1) education has been used to block minority access to status conferring jobs and professions.

2) those who have gained education are not afforded the rights, and privileges that one expects to accompany such achieved status. Now, apparently for the first time, growing numbers of the majority are beginning to experience tensions over educational values for exactly the same reasons: limited access to positions of higher prestige, and those who have undergone the liberating experience of traditional higher education are not getting positions and incomes in keeping with their education, and are not being afforded the privileges of increased status.*

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* The selecting and recruiting mechanisms are not as effective as they have been in the past, and more and more, minority members are seeking and receiving advanced degrees and credentials. In passing, it is interesting to observe that competency based certification and performance based teaching itself may well represent institutional reaction mechanisms to screen out degreed and credentialed minority members from positions of influence. In the past, minority members were effectively screened out of positions of influence and status because they lacked the necessary qualifying credentials. Minority members having moved in the direction of obtaining credentials may soon be faced with the realization that the rules of the game have been changed so that qualifying requirements are not the traditional degrees and credentials but competency of performance as judged by certifying boards composed of none other than majority members.

In a slightly different vein, some of the most bitter criticisms of education expressed by majority members that I have heard recently center on the objection that unqualified minority members, because of quotas, special programs, affirmative action policies, etc. have an unfair advantage. Similiar arguments and interpretations, of course, can be made for considerations 2, 3, and 4.

Minorities have sought education as access and entry routes to more meaningful work, salaried jobs, and occupational security. Majority members have sought basic and continuing education as routes to job advancement, and the upward mobil majority blue collar and rural families have sought college degrees for their children as symbols of achievement and new status. The tensions on college campuses between a liberal arts value syndrome on the part of faculties and the demand for training leading to job and income security on the part of students may be viewed as another facet of the current motivations for career education. If higher education is going to continue to serve as a legitimizing mechanism for those who occupy positions of prestige, power, and status in our society, then clearly, the numbers beginning to flood higher education cannot be accomodated in the traditional programs. As a result, new structures, work-oriented, will have to be, and obviously are being, developed to accomodate them. It is my opinion, that the growing number, majority and minority members as well, seeking and entering traditional higher education is the principle cause of disequilibrium between and among the major institutions in the society.

At all educational and occupational levels, for many majority and minority members, the investments and sacrifices have been made, the status symbols, at whatever level, have been achieved, but investments, sacrifices, and achieved symbols have not let to the exercise of privilege and power that were expected as part of the newly acquired status.

I am certain that career education treated as a consequence, as an equilibrating mechanism--a conslusion, if you will, is inappropriate. As a process, I am not sure. Education is, of course, a social product with social uses, and fortunately, people can change the nature and the consequences of their education by struggling to change its functions.

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*Part of the explanation here is that education, it is true, has been used to select and recruit for positions of status, prestige, and power--but more importantly, in my opinion, it has been used to legitimize the exercise of power and privilege of incumbents occupying status positions. In other words, the incumbent of a status position is there, not because of the fact that he has received and education, but for other reasons--a major function of his education is to legitimize his holding of the position. Why? In a democracy it is easier to legitimize the exercise of privilege and power through education than through the mechanisms of skin color, religious affiliation, family background, and geneology, etc.

COMMUNITY COLLEGES AND CAREER EDUCATION

RELEVANT TO THE NEEDS OF MINORITIES

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COMMUNITY COLLEGES AND CAREER EDUCATION RELEVANT TO THE NEEDS OF MINORITIES

During the past four decades, there has been a drastic change in the education requirements as prerequisites for individuals to participate in their career. A report from the Department of Labor and the Center for study of Higher Education at the University of Michigan states: "In the 1930's, more than half of the nations's job requirements were elementary education or less, about thirty percent required a college degree. By 1970, only six percent of the jobs required elementary education; twenty-six percent required high school education, but fifty percent required the equivalent of an Associate Degree granted by a community college; eighteen percent required a Bachelor or higher degree."

A most significant aspect of this is that in 1930 the Associate Degree was not even recognized and yet, in 1970, it is required to fill half of the jobs in the market. The new age of Technology has made this requirement compulsory, and in answer to the need, the growth of the two-year college has been most influential.

In 1930 there were 469 two-year colleges with 230,000 enrollees; by 1970 there were 1091 such colleges, both public (847) and private (244). The most outstanding growth has been in the past decade with enrollment more than quadrupling, from 600,000 to the present three million plus. This figure represents thirty percent of all undergraduates in all institutions of higher education and can be broken down to show that ninety-four percent of the two-year college students are enrolled in public and six percent in private institutions. The Carnegie Commission study of community colleges (Open-Door colleges), estimates that there will be another doubling of enrollments by 1980 to some 6,000,000 students representing about forty percent of the nation-wide undergraduate enrollment.

There can be no doubt that as a source of manpower development and training, Community Colleges have become highly significant to industry, not only because we are attempting to meet the demand for post-secondary education but simply because of the numbers of students we are producing on the job market.

The rapid growth of Community College Movement is due to a large extent to our high degree of popularity which is based on varied factors. Community colleges - as our name obviously implies have close regional repercussions for most students and allow for home living for some eighty percent of the full-time students. This greatly reduces the cost of room and board which generally amounts to seventy percent of the expense for a student away from home. Further, college within commuting distance of urban and industrial centers allows greater opportunity for full-time or part-time employment for the students. Moreover, our institutions are open to adults and we encourage continuing education. The low tuition fees obviously have a great effect in terms of cost factor.

A third and highly important reason for our popularity is our flexibility for students who do not wish to make a full commitment to four years of college for their careers. These students have the option of stopping formal education at the end of two years without non-degree status." Rather, they are given the Associate Degree and, in the case of vocational students, they are well prepared with adequate skills to enter the job market. Or, the students who changes his option has the opportunity to transfer to a four-year college.

All of the elements are the results of the basic philosophy of community colleges; i.e. to give knowledge and skill to students not seeking a college degree, or provide career-oriented preparation to serve both the needs of students and the community by meeting employment requirements beyond the traditional high school level of education.

There is, however, usually a parental, or conventional attitude that puts vocational education in a low status although eighty percent of the available jobs do not require such a degree. As a matter of fact, we know that graduate students enter the job market at levels below their expectations which results in frustration and low morale. The drop-out rate and student dissatisfaction with what they consider relevance in education in academic four-year colleges indicate that all students do not find satifaction from such involvement. No true statistical data are available for percentage of students who switch to vocational courses from academic courses in high school or community colleges, but the American Association of Junior and Community Colleges states that increasing numbers of students are making the switch to technical education and our Prince Georges' Community College has such an empirical evidence. The former Commissioner of Vocations, Education, Grant Venn states: "...unless far more and better education on the semiprofessional, technical and skilled level is soon made available to greater numbers of citizens, i.e. the minorities, the national economy and social structure will suffer irreparable damage." His statement is obviously supported by the job requirement figures already given, and by the fact that despite funding difficulties, employment needs have demanded an increase in the number of courses relating to specific occupations. In 1965, 320 different occupations were represented and by the fall of 1971 this number increased to 750 occupations covered by 20,000 courses in all colleges. During the same period total enrollment tripled, and enrollment in occupational courses increased from twenty-six percent to forty percent of the total.

The growth has been heavily oriented toward public service fields such as helath, crime, and fire rather than toward manufacturing technology, both for reasons of job opportunity and student preference.

In larger urban areas such as N.Y.C. where enrollment may have to be limited because of program capacity, students are admitted to community colleges on the basis of three preference choices of schools and their high school records. Where compensatory training is necessary to try to maintain course quality, attempts are made to include new and advanced courses along with remedial courses to motivate and encourage student achievement. The combination here of selectivity and compensatory training does not indicate that the same quality of program is maintained in all schools. It rather tends to suggest that youngsters are admitted to school and perhaps graduate at their ability levels rather than at the required level of knowledge and skill to meet job requirements.

On the affirmative side, the general lack of entrance standards can encourage students to explore the possibility of continuing education, particularly among minorities who have had no post-secondary education or who have been away from formal education for some time. This may be particularly important when we consider, as already noticed, that the average member of a minority group will change his type of employment three or four times during the course of his working life. Community colleges do have the opportunity to offer help in exploring new fields or upgrading present ones.

Apparently, there is a place for the minorities in the technical programs of career education in the community colleges and that community colleges must strive for quality and equal opportunity for all Americans. This, I am convinced, is the top is the very essence of our conference.

CAREER EDUCATION: QUO VADIS?

by

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CAREER EDUCATION: QUO VADIS?

The concept of Career Education raises several spectres despite its lofty goals, its high national priority and its rewarding allowance for flexibility and innovation in curriculum structure. At first blush, what President Nixon designated as an "area of major new emphasis" would seem to be philosophically sound, educationally feasible and fiscally responsible. It appears to be a relatively realistic and meaningful approach to the achieving of ideal and substantive educational goals. Certainly our present educational system leaves much to be desired. Its rigidity alone offers little doubt that what we define as education can be more correctly termed indoctrination, for too little attention is given to teaching students how to think independently and how to become.

Career Education -- though not yet operationally defined -- has been presented by President Nixon as a "goal" and described by former Commissioner S. P. Marland, Jr. as "not a program so much as it is a concept to be adapted to the needs of each State or community". Emphasis on this area, according to the President "grows out of my belief that our schools should be doing more to build self-reliance and self-sufficiency to prepare students for a productive and fulfilling life".

My concerns are based neither on what has been said about the need for Career Education nor the elaborate plans for developing the concept. Rather, I am deeply disturbed by the negative implications of Career Education for minorities -- but more especially the Negro or black American. This feeling is founded in historical fact and recognizes the unique but profound psychological impact that white racism has had upon the Negro. The mental set of minorities will largely determine the degree to which this new area of emphasis will be meaningful to them or will motivate them to grasp this concept with verve. All of the psychological factors attendant to this mental attitude must be addressed if the spirit and the substance of Career Education are to be full implemented.

And What of Teacher-Bias?

The relationship of teacher-attitude to the learning process is the subject of a growing body of literature. This research indicates clearly that the negative attitudes of a teacher toward a student have an adverse effect upon the student's achievement. Career Education will require of teachers an acceptance and understanding of students with differences in culture, background, socio-economic status, behavior patterns and the like far beyond that which they encounter in traditional settings. This suggests a need for addtional

teacher preparation to achieve these goals. Current human relations workshops and awareness training programs, designed to assist teachers and administrators in coping with emerging problems related to social change, have had negligible impact. Racism and resistance to change are so much a part of the fabric of American life that moral suasion and appeals to the intellect have little positive effect upon bigotry and social ignorance. Consequently, equal educational opportunity for blacks continues to face a bleak future. The stereotype that Negroes are mentally dull seems to persist and even education has done little to correct this fallacious assertion.

It is no surprise that most white Americans believe blacks to be intellectually inferior, despite many documented arguments to the contrary. This attitude has historical roots. In order to suppress rebellion and/or to satisfy the pathological sexual deviancy of many slave-holders, inconceivable cruelty and torture became the lot of many slaves. In time, this sadistic behavior against humans became unconscionable so slave owners assuaged their guilt by passing a law that made slaves chattel -- thus taking away their humanity. Later, slaves were counted as three-fifths of a person for determining the number of representatives from a State to Congress. Further dehumanization occurred when a large body of materials came into existence and (supported by the Scriptures) sought to prove the imperfect development of the Negro in mind and

in body. No distinction was made between Negroes who graduated from Harvard and those who came out of cotton fields. (This demeaning behavior has persisted through the years. One can point to analogous situations today, e.g., the infamous Jensen report.)

When finally forced to offer educational opportunity to Negroes, white southerners assured educational deprivation by legislating separate schools and by spending ten times as much money on white schools. De facto segregation achieved a similar (though less devastating) end in the north. It is difficult to conceive of the fact that as late as 1954, Negroes could not attend most white institutions of higher learning in the South. Today there is still popular belief that "to open admissions" means lowering academic standards in order to admit blacks. Black achievers are seen as exceptions and to be black means (to many whites) to have been grossly educationally deprived. Too many white teachers expect black students to under-achieve and teach from that erroneous stance. On the other hand, many teachers mistake the effects of true educational deprivation for mental retardation or as a natural intellectual state for blacks.

Career Education by its nature will mean more than pedagogy. Its success will depend upon teachers who care and who convince their students of this concern by the sincerity of their personal and professional relationships.

Arthur W. Combs, in the NEA publication Perceiving, Behaving, Becoming: A New Focus on Education, stated:

> "Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are det-ermined by our beliefs about the nature of man and his capacities. It has always been so. Teachers who believe children can, will try to teach them. Teachers who believe children are unable, give up trying or spend their days on the treadmill, hopelessly making motions they never expect will matter. The beliefs we hold about people can serve as prison walls limiting us at every turn. They can also set us free from our shackles to confront great new possibilities never dreamed of beofre. No beliefs will be more important in education than those we hold about the nature of man and the limits of his potentials".

And What of Employment Bias?

According to recent statistical reports, the most underemployed and unemployed person in the United States is the young black male. Unemployment figures for him are almost double the national average. Despite strenuous efforts to eliminate discriminatory employment practices, non-existing or weak enforcement policies have made those efforts exercises in futility; black Americans, brown Americans, red Americans and poor whites still go unemployed. However, black Americans are the most victimized of all groups.

Apprenticeship training has remained so "lily-white" that few question this established tradition. Will Career

Education remedy this situation or will it do half the job? There are trade unions that openly discriminate against blacks. Will Career Education result in the elimination of this practice? If so, how?

When black teachers in the south were demoted or fired because of white resentment and resistance to desegregation, no major effort was made to see that they got fair treatment. Instead, "training programs" were established for them. Ridiculous but true! What happens to the black student? Will he be "counseled" into fields that accept Negroes"? What happens to him when he completes his training? Will the responsibility of government end with a "goal" or a concept"?

This is an area that one need not belabor. It is obvious that both explicit and implicit questions posed strike at the heart of equal opportunity for all.

And What of State and Local Control?

Following a national trend of placing more control of federally supported programs in the hands of local governments, it appears that Career Education will be the possession of State and local communities. Unfortunately, some States and many "local communities" have failed in the recent past to demonstrate the necessary moral character to insure non-discriminatory practices in the administration of programs

designed to help minorities. Local governments too often are controlled by the public weal and that is not always democratic or unbiased in nature. Where bigotry prevails, minority groups cannot expect equal treatment or equal consideration.

The current national climate, as it relates to equal educational opportunity, reflects the feelings of State and local publics. Generally, the situation is unhealthy. For example, the Supreme Court decision of 1954 and the Justices who wrote the opinion are under fire simply for trying to assure an equal educational opportunity for all Americans. In an effort to circumvent that decision, the "busing issue," the "neighborhood school concept" and similar purposely distorted issues have become political footballs. In 1875, Congress enacted the first meaningful civil rights laws, but there were not enforcement provisions. Despite this built-in weakness in the laws, it took only eight short years (1883) for public pressure to force the Supreme Court to declare the Civil Rights Act unconstitutional. White Americans now are attempting to get a contitutional amendment passed to block busing. This, even though it was suggested as only one tool to facilitate desegregation, is next to the most effective approach to desegregation -- open housing.

It is obvious that most white Americans are opposed to sending their children to school with black children. This

racist attitude and the attendant behaviors of white parents are psychologically devastating to black children and hate-producing in black parents. It is a difficult struggle on the part of black adults to prevent irreparable damage to the psyche of the black student -- particularly since he is already burdened with the normal developmental tasks of childhood and adolescence.

Quo Vadis?

Many questions can be raised regarding Career Education and its implications for minorities. This paper, in a brief way, has raised only three. All are psychological implications. We are dealing with learning and with all of the educational psychological principles involved in this process.

All learning takes place in the mind of the individual. Of the many psychological variables that can adversely affect the learning process, a negative concept-of-self is among the most important. Social psychological studies sharply indicate the negative self-concepts forced upon black children by a basically racist white society. Our educational system has made no all-out, well-designed attack upon bigotry -- our most dangerous enemy. In fact, our educational policies often have fostered racism. Unless we address the psychological implications of this insidious and infectuous

psychosis in our planning of social and educational programs, our highest educational ideals cannot be realized.

"Benign neglect" can no longer be our response to minority group (and more especially blacks) pleas for equal educational opportunity. This attitude arouses resentment, hostility and other strong negative emotions. At the other extreme it produces apathy, depression and even paranoia. America cannot afford these reactions among its minorities and many enlightened white Americans.

We have the capability of positive, healing, action. The question remains, do we have the moral courage? Do we have the committment? Career Education, quo vadis?

(Quotations from President Nixon were taken from his State of the Union message presented to the members of the second session of the 92nd Congress on January 20, 1972.)

THE FUTURE OF WORK

FOR BLACK AMERICANS - THE ROLE OF CAREER EDUCATION

by

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THE FUTURE OF WORK
FOR BLACK AMERICANS - THE ROLE OF CAREER EDUCATION

There is an old adage that before any wind can be judged favorable you must be certain of the port to which you sail. A central focus of this "National Conference On Career Education: Implications For Minorities" must be an examination and clarification of the port(s) to which career education sails. We must be clear not only about the intent of career education but also about its capacities, if all of the various peoples represented here are to make sound judgments about the relevance of career education to their own needs and aspirations.

Early last year in a speech before the American Association of Junior Colleges, the erstwhile U.S. Commissioner of Education, Sidney P. Marland, Jr., had the following to say about the intent of career education:

> ...And yet while career education as we presently see it can in no sense be considered a placing of limits on individual aspirations and expectations, or the favoring of a technical and skills-oriented curriculum over a liberal arts-academic curriculum, neither is it a shapeless bromide offering nothing more specific than a vague hope of future deliverance by simply being in school or college. It must and does have a focus and a starting place. Its focus is self-determination toward real goals, intrinsically motivated. Its direction is toward useful, prideful, and satisfying employment and its starting place is in the high school...

In this description, as in others, the focus of career education is on employment. The assumed relationship between career education and employment is the central concern of this paper.

In order to get at the specific implications career education might have for the future of work for Black people let us briefly review some of the recent history of the fate of Blacks in the labor market.*

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*The standard practice of the principal sources of employment data (i.e., the federal agencies) is to distinguish between "white" and "Negro and other races". Black people comprise approximately 92% of the category referred to as "Negro and other races". Accordingly, the author cites the data with caution and makes no presumption to represent any perspective other than that of a Black American.

BLACK EMPLOYMENT AND PUBLIC POLICY IN THE 1960's and 70's

During the period from 1961 employment for Black people increased some twenty-three percent. In absolute numbers, an additional 1.6 million Black workers were participating in the American labor force. Not only were these significant gains in the numbers of Black people employed during this period, but also strong indications that the occupational status of Black workers was improving. In discussing "Inequality In Occupational Status" Christopher Jencks and his colleagues report:

> In 1962, before the civil rights movement had had any appreciable impact on employment patterns, the average black was in an occupation that ranked 24 points below the national average, i.e., below about 84 percent of all whites. This is roughly the difference between a doctor and a schoolteacher, between a schoolteacher and a telephone repairman, between a telephone repairman and a baker, or between a baker and an unskilled laborer.**

While data for later periods comparable to those of 1962 cited above are not available, several significant changes had occurred in the characteristics of the Black labor force by the end of 1969. Over three-fifths of the increase in Black employment between 1961 and 1969 was in professional, other white-collar, and skilled occupations. Gains were also made in the number of Black people in operative jobs. On the other hadn, in the lower paying and lower status jobs such as private household work and farm work Black employment declined substantially. The number of non-farm laborer jobs remained virtually unchanged.*** The magnitude of the problem of occupational inequality is indicated by the fact that even with the gains made between 1961 and 1969, Black workers continued to be seriously underrepresented in the high status/high pay jobs.

Looking at the other side of the employment/unemployment picture, the data show that for most of the 1960's the unemployment rate had been steadily decreasing. By 1969 the Black unemployment rate had dropped to 6.4 percent - a reduction of almost half of the 12.4 percent which plagued Black Americans during the recession of 1961 and the lowest rate since the Korean War.**** However, this seemingly low rate of Black unemployment was more than twice the rate for White Americans, following the trend which had prevailed throughout that decade.

**Jencks, Christopher et al Inequality - Reassessment of the Effect of Family and Schooling in America, Basic Books, New York 1972. (p.190) The authers note, "These estimated are derived form Duncan, 'Inheritance of Poverty'. The percentile rank of the average black is very rough, since the distribution of status scores is skewed (see Duncan, 'Properties and Characteristics')".

***United Stated Department of Labor, Manpower Report of the President, March, 1970 (pp. 90-92). U.S. Government Printing Office, Washington, D. C.

****U.S. Department of Labor, Bureau of Labor Statistics, Black Americans - A Chartbook, Bulletin 1699 U.S. Government Printing Office, Wash.,D.C. 1971.

Gains that were made during the 1960's in reducing Black unemployment, in broadening the spectrum of employment opportunities for Black people, and in other attempts at removing racial inequality came with the support of an increasing body of relevant public policy - that is, policies aimed directly at ending discriminatory practices in various aspects of public life. Obviously, some of the gains made during the 1960's were the result of a kind of knee jerk response in both the public and private sectors to pressures created by the intensification of activity within the civil rights movement. However, the concern here is with the effectiveness or non-effectiveness of certain types of public policy.

The efforts of the federal government related to equal employment opportunity prior to the 1960's had a short and feeble history. In 1941, by executive order, President Franklin D. Roosevelt created the first Fair Employment Practices Committee. But Southern congressional opposition rendered the Committee ineffective almost before it had really begun its work. Every President after the "New Deal" appointed some type of committee on fair employment practices related to government contracts. In 1961, President Kennedy appointed The President's Committee on Equal Employment Opportunity. Even though the PCEEO was to assume a more aggressive posture than its predecessors, in the absence of specific federal statutes, the PCEEO was forced to rely on conciliation and mediation as its principal methods of attack. The PCEEO was abolished by President Johnson in 1965 when the provisions of the 1964 Civil Rights Act came into effect and the functions that the PCEEO had served were assumed by the various federal agencies.

Title VII of the Civil Rights Act of 1964 became the first major federal policy to ban discrimination in employment because of race, color, religion, national origin, or sex. Title VII established the Equal Employment Opportunity Commission with the authority to investigate charges of discrimination by employers, employment agencies, unions, or sponsors of apprenticeship or other job training programs. The Commission was also authorized to initiate action on its own in the form of public hearings, conferences etc., as well as to refer certain cases to other federal agencies having appropriate enforcement powers.

Under Title VI of the Act, discrimination on the basis of color, race, or national origin was specifically prohibited in programs receiving Federal financial assistance although state and local governments per se were excluded from the provisions. The Office of Equal Opportunity was established within the Department of Labor with the responsibility for effecting compliance in the Department's manpower programs. The Office of Federal Contract Compliance was established to supervise the compleance activities of the contractors and subcontractors doing business with the various Department of Labor programs.

More immediate impact was felt in the education community through Title IV of the Act which provides financial and technical assistance to school districts in the process of desegregation. Additionally, the entire Act had a somewhat catalytic effect on state and local governments. The Act provided both the federal excuse and the federal dollars to begin the task of removing some of the barriers to racial equality. While there are some serious limitations in terms of the application and administration of the Civil Rights Act of 1964, its passage represented a potentially significant change from the principle of voluntarism that characterized government antidiscrimination efforts in previous years. By the end of 1969, at least in the area of employment, it appeared as if progress was at hand.

Early Signals in the 70's

As the nation entered a period of economic slowdown in 1970, the Black rate of unemployment increased 1.8 percent over the 1969 rate and represented a significant change from the pattern of the previous decade. During the period between 1969 and 1970, Black people accounted for 11 percent of the civilian labor force, 18 percent of the unemployed, and 22 percent of those working part time involuntarily.***** Ironically, while the unemployment rate for Black people climbed to over 8 percent in 1970, the ratio of Black to White unemployment fell below the 2:1 relationship that had existed for 15 years.

The Black labor force grew rapidly between 1969 and 1970, increasing by about 250,000 to 9.2 million. However, Black employment increased very little during the same period - only approximately 60,000. The effect was an increase in the number of jobless Black people, from 570,000 to 750,000, thus increasing the Black unemployment rate from 6.4 to 8.2 percent. On the other hand, the White unemployment rate, increased at a slightly faster pace, from 3.1 to 4.5 percent, which resulted in the reduction of the Black to White unemployment ratio.******

By 1971, not only was Black unemployment continuing to increase but the number of Black people who were employed show a slight decline. Black employment was reduced by approximately 40,000 between 1970 and 1971, while White employment in 1971 averaged 530,000 above the 1970 level.

*****U.S. Department of Labor, Black Americans - A Chartbook

******U.S. Department of Labor, Manpower Report of The President, April, 1971. U. S. Government Printing Office Washing, D. C.

The pace of Black people entering the labor force in 1971 continued to decrease as it had in previous years largely as a result of higher rates of school attendance for Black Teenagers. The Black labor force was 125,000 above 1970 level. The increase represents only about half o f the 1969-70 increase; but it was still an increase, magnified in its importance by the accompanying decline in the Black employment rate. The result was that the number of jobless Black people rose from an average of 750,000 in 1970 to 920,000 in 1971. This 22 percent increase meant that the Black rate of unemployment climbed from 8.2 percent in 1970 to 9.9 percent in 1971. Even though the Black/White jobless rate remained slightly below the 2:1 ratio throughout 1971, the unemployment rate for Black workers continued to move upward while the rate for White workers leveled off.*

Many were applauding the fact that the Black/White unemployment ratio had remained below the 2:1 ratio for the second straight year and suggesting that this development was a sign of greater permanent racial parity. However, this reduction in the gap between the unemployment rates for Black and White workers was mostly a slight change in the degree of effect from previous periods of economic slowdown where the jobless ratio decreased but then reverted back to previous levels during the recovery phase.

Recent information from the U.S. Department of Labor indicates that conditions improved for most of the people who were seeking jobs during 1972.** At the end of November there were 4,266,000 civilian workers who were classified as unemployed. The unemployment rate of 5.2 percent was down from the approximately 6 percent reported in November of 1971. The rate of unemployment for White workers was 4.6 percent, down from the 5.4 percent of the previous year. By contrast, there were 898,000 Black people who were classified as unemployed. The 9.8 percent Black unemployment rate was slightly higher than the rate was at the same point in 1971. Further, the ratio of Black/White unemployment returned to a level of above 2:1 which had characterized most of the post-Korean War period but had been reduced slightly during 1970-71.

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*United States Department of Labor, Manpower Report of The President, March, 1972, U.S. Government Printing Office, Wash., D.C.
**"Unemployment: Is Worst Over?" U.S. News & World Repart, Dec. 25, 1972 (p.42)

WHAT'S IN THE FUTURE - THE ROLE OF CAREER EDUCATION?

Chairman of the Council of Economic Advisors, Herbert Stein, predicts that by the end of 1973 the unemployment rate will be down to 4.5 percent.*** That would put the nation close to the 4.0 percent level that some have described as "full employment". In light of the fact that the unemployment rate for White people was 4.6 percent in 1972 while the rate for Black people was 9.8, certainly a significant part of the strategy for reducing the overall rate of unemployment must be to provide ways to reduce the rate for Black people in particular. The immediate future of work for Black people appears to be closely related to development and implementation of approaches geared to increasing Black employment.

Obviously, the number of employed Black people could be increased if there were a better fit between the skills that new Black entrants into the labor force bring to the job market and those skills which are in greatest demand. However, there are great numbers of people who are without jobs, not because they are ill equipped or unwilling to work, but because their skin is a certain color or because they speak a different language. The Council of Economic Advisers estimates that the total cost of discrimination in employment amounted to over $24 billion in 1970 based on the calsulation that racial discrimination reduces the gross national product by about 2-1/2 percent annually.

The reduction in Black employment and accompany increase in Black unemployment which occurred in 1970 after a decade of opposite patterns cannot be adequately explained by the dynamics of general economic slowdown since during the current period of "recovery" (the last quarter of 1971 to present) the rate of Black unemployment continues to increase while the situation for White people continues to get better. Some will argue that there is simply a time lag and that given extended periods of recovery, significant improvement will be seen in employment for Black people. However, there are some other factors to consider when analyzing the deteriorating trend of employment conditions for Black people which we face in the early years of this decade. Just as it was suggested earlier in this discussion that the declining Black rate of unemployment which characterized the 60's was in part enabled by a set of national policies, it appears certain that the demise of employment conditions for Black people in the 70's is also enabled by national policy. The recent trends in the world of work for Black people bear the raw realities of the recommendation made in 1969 by the then Presidential Advisor, Daniel P. Moynihan, that the Strategy of the nation in relation to improving the quality of life for Black people be one of "benign neglect". Debates about the inappropriateness of quotas as measures

***Ibid
****U.S. Department of Labor, Manpoewr Repart of the President, April 1970

of employers' "affirmative action" and the fact that in a recent survey of the problems that worried Americans most the "problems of Black Americans" ranked number twenty-four of twenty-seven major national concerns indicate the extent of the "benign neglect" position has been accepted.*****

But what has all this to do with Career Education? Very little --and that is the point. The possibilities in the immediate future of work for Black people will be increased to a much greater extent by a rejuvenated attack on the barriers to equal employment opportunity than they will by any model of career education. It would obviously be sheer folly to draw any final conclusions about the potential of career education based on what it might do next year. However, even in larger time frames there are still serious questions about whether effective preparation and retraining for work are the key variables in significantly improving employment conditions for Black people.

The classical debate about the tolerable level of unemployment at "full employment" is significant for the sonsideration of the future of work for Black people. A conservative position in the debate might be that once unemployment is reduced below the 4.0 percent level, the greater the reduction the greater the inflationary pressures. The resultant rise in prices would have such deleterious effects on the economy that it would be better to have the higher rate of unemployment. The counter to such a position might be that the inflationary rise in prices resulting from a "full employment" unemployment rate at some point below 4.0 percent could be offset by a comparable increase in wages. The importance of the debate about tolerable levels of unemployment here is that one of the factors disproportionately affected by the level of unemployment in any year is the number of jobless Black people. The phenomenon is close to what Tom Green has described as the "Law of Last Entry".*** In principle Green's Law states that because upper classes control educational systems (in this case substitute economic systems), the lower classes will only participate in the benefits of the system in proportion to their numbers to the extent that the upper classes have saturated that system.

Thus, part of the problem in discussing a reduction in unemployment has to do with the question of - at who's expense? The fact that the Black/White unemployment ratio continues to hover around the 2 to 1 level suggests at whose expense the conditions of participation in work in America have prevailed. But again, - what has all of this to do with Career Education? Even in larger time frames, still very little. There are those who would argue that the "Law of Last Entry" has nothing to do with the future of work for Black people because it is simply a matter of time before the existing set of public policies supposedly aimed at creating racial parity in employment

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*****Watts, William and Free, Lloyd A., State of the Nation, A Potomac Associates Book, 1973 Universe Books, New York.

***Green, Thomas F. and Haynes, Emily E., "Toward A General Theory of Educational Systems", An unpublished paper prepared for the Academy for Contemporary Problems, Columbus, Ohio. 1972

(the Civil Rights Act of 1964, the Equal Employment Opportunity Act of 1972, etc.) finally have their intended effect. Only time will tell. However, one thing is certain. Equal result in employment opportunities is critical to the future of work for Black people - its achievement appears to be much more dependent upon the nation's ability to come to grips with its racism in effective policy terms than it does with the notions embodied in the various concepts of career education.

Just as it would be a mistake to attempt to make statements about the potential of career education based solely on what it might accomplish next year, it also would be a mistake not to consider benefits other than the potential effects on the various rates of employment. If through career education, the American people, including Blacks and other minorities, are able to develop a better understanding of and relationship to a rapidly changing profile of careers and a moving concept of work, then a very useful purpose will have been served. If one accepts the essential functions of schools to include at least 1) discovering information, 2) sharing information, and 3) affecting behavior,** then the concepts of career education make eminently good sense as vital parts of a viable school program.

In conclusion, it appears that whatever the particular implications of Career Education might be for Black Americans, they are intimately related to a larger set of social policy issues. It is my considered opinion that Black people should not look to Career Education to have major impact on Black employment in the foreseeable future. The greatest promise of career education exists in its potential to improve the quality of the work experience once racial parity is achieved.

**Frymier, Jack R., The Nature of Educational Method, Charles E. Merrill Books, inc., Columbus, Ohio 1965.

A NEW CAREER EDUCATION DEVELOPMENT STRATEGY FOR RURAL YOUTH? -- GREATER EQUITY, INCREASED PRIORITY, MODEL APPROACH AND SUGGESTED ROLES FOR EDUCATIONAL INSTITUTIONS

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A NEW CAREER EDUCATION DEVELOPMENT STRATEGY FOR RURAL YOUTH? -- GREATER EQUITY, INCREASED PRIORITY, A MODEL APPROACH AND SUGGESTED ROLES FOR EDUCATIONAL INSTITUTIONS

For more than five years now, growing nationwide attention has been focused on career education. The U. S. Department of Health, Education and Welfare has sponsored programs dealing with career education. State Departments have paid "lip service" and indeed, some have gone on to develop career education programs in some of the more affluent schools and school systems, although they have not given much financial support to the school programs, especially at the State level. Yet with the leadership being given by Dr. S. P. Marland, Jr., former U. S. Commissioner of Education, one can conceive of virtually every state and county in the nation as having some degree and form of career education. In spite of this bright outlook, one wonders if the rural youth will have to await the "trickling down" process or wait until the more affluent part of our society will have had its opportunity for career education.

Of the more than 20,000 plus careers available to youth, there are more than 2.5 million young people each year who graduate from high school or drop out of high school or college with no planned career and few if any marketable skills, according to the U. S. Office of Education.

What is career development? How do we recognize it when it happens? How can the disadvantaged and the rural youth become more involved? These and other questions do not have easy answers. The simple fact is that there is much disagreement over what career development is all about.

For many years, almost all educators looked at career education as viewed by John A. Rebeck, Bureau of Pupil Personnel Services, Pennsylvania Department of Education. Mr. Rebeck stated, "As a consequence of the emphasis through the years upon provision of a guidance service which purports to predict successful worker productivity through matching individual abilities with job expectations, vocation guidance has become isolated from all other guidance and counseling components. This common misconception as it exists in many quarters, causes a deterioration in the effectiveness of this service at all educational levels." Hoyt states that if counselors are to work together, a unitary concept of guidance must prevail, not vocational guidance and regular guidance. Vocational (occupational) education is part of the total

curriculum and, therefore, should be only one guidance program. No singular curricular segment of the student population deserves more guidance than any other segment. Students must be given equal priority and not segregated curricular programs. The intent, then, is to strengthen weak aspects of guidance programming rather than isolate vocational guidance from related functions. According to this theory a developmental career program would at some point become broad enough and yet specialized enough to include the many types of learning which are necessary for career development.

Larry J. Bailey, in an article in the Illinois Career Education Journal for the winter, 1972, titled "Clarifying Some Misconceptions (A Look at What Constitutes Career Education)" states well the career development concept by indicating that career development refers to the behavior outcomes of career education programs that are primarily related to self-development and career planning and decision planning. He assumed that career education involves four major aspects, the final one having especially important implications for education:

- Career development is one aspect of the continuing process of growth and learning.

- Career development is closely related to attempts to implement a self-concept. The specification of an occupational preference is an expression of one's idea of the kind of person he thinks he is.

- The quality of a decision concerning career or occupation is determined by the type, amount, and correctness of the information used in making decisions. All other things being equal, the more accurate the information a person has about himself and the world of work, the more valid will be his career decisions.

- The information skills, self-knowledge and attitudes needed for career decision making can be developed. Presented simply, career development can be systematically influenced.

The tools of this kind of career development have been quite clear -- including anything that could help to acquaint students with the world of work in the elementary and junior

high years and to prepare them in high school and college to enter and advance in a career field carefully chosen from among many. For adults, it is a way to re-enter formal education and upgrade their skills in their established career field or to enter a new field. The goals should be to make sure that rural youths and adults have an opportunity to share equally in this process. This plan requires that schools provide all students with a broader exposure to, and better preparation for the world of work. The schools through their own efforts or through referrals to other institutions and agencies should also provide adults with an opportunity to adapt their skills to changing needs, changing technology and their own changing interests. The program should not, through a systematic design of tests, grade point averages and other devious means, prematurely force an individual into a specific area of work, but should through awareness, motivation, interest, self-concept, remedial help, and occupational exposure, expand his ability to choose wisely from a wider range of options. The program should be well balanced with academic preparation and should be continued as a progressive part of his educational pursuit. This approach means that counseling, technical advice, increased vocational training should be given individuals, communities and school districts serving the rural youth and the disadvantaged home either by experts from the State Department of Education, institutions of higher learning or local school districts. It means a cooperative program between the school and industry which will provide both academic and job-related preparation. It means counseling, guidance and other services for rural people whose schools and other services have moved into distant communities. It means either establishing community training centers or providing transportation to counseling and training centers in a nearby location for both individuals and families.

THE THREAT OF ISOLATION

The idea of a vocational skill center or a sophisticated school-based center on paper certainly would be better for rural youth from a curriculum, personnel, and equipment point of view. But elsewhere some flaws appear in this approach. For one thing, the educator's view is to give priority to the affluent and next, to the majority population. Thus, the rural population can be only incidentally served or delayed until sufficent funds are available. Second, disadvantaged students have a somewhat limited access to the vocational skill centers. This inaccessibility is due partially to a kind of selectivity administrators practice in

accepting the vocational psychologists' description of the individual's behavior related to work, both before and after entry into a formal occupation. These behaviors as described by Dr. Larry J. Baily include:

- forming a viable self-concept
- learning the broad concept and structure of the world of work including the acquisition of occupational information retrieval skills requiring an awareness of the need to plan for a future career and the resultant motivation to do so
- development of decision-making skills
- implementation of a self-concept through the specification of an occupational choice.

Although the above situation was not intended by those supporters of career education, this is just what is happening to rural youth whose educational centers have been removed from their local communities. In most rural areas, "career training opportunities" is a myth; many rural youths find they are not receiving as much career information, counseling, and guidance as their parents before them.

For this reason many educators, rural leaders and parents believe that special priorities in terms of programs and funds should be made available for career education activities for rural youth and adults. In southern rural areas with a high percentage of disadvantaged, however, this solution could prove to be a very difficult task; strong traditions favor urban society and more populated semi-urban educational schools and centers. And there is an understandable resentment toward the efforts of educators and leaders who outside of their geographical areas are trying to tell these disadvantaged people what careers to pursue just because they represent the disadvantaged and rural society.

We continue to hear that rural schools have been consolidated with either semi-urban or urban schools, often with the feeling that this approach is the total answer to the academic preparation of rural youth to their social and economic problems. Yet we find rural youths, both those who are drop-outs in elementary and secondary schools and those who have finished high school, either remaining in rural areas or moving to urban areas without the skills necessary to secure a meaningful job. Although there is the need for carpenters,

brickmasons, plumbers, electricians, secretaries, draftmen, nurses, welders, and others who are prepared, vocational-tecnical jobs go unfilled. Opportunities for higher education still exist somewhere along the students' life span. Educators, community leaders, and parents have missed the opportunity to balance our so-called academic training with that of career emphasis and skill training. Oftentimes liberal education emphasis is given the green light at the expense of vocational and technical education. This is not to say that there is not a need for counselors, teachers, parents and community leaders to provide information in liberal education areas, but there should be a balance between the liberal art and professional careers, and vocational and technical education. Educators must attempt to bring together students' training in line with employment needs. This kind of coordination will require a reshifting of our priorities in terms of career training, curriculum balance and fund distribution. Looking at the nation as a whole, statistics might indicate that many of our laboratories and school shops are unfilled with students. This of course would not be the case in many of the schools which rural youth attend.

I know of many schools in Alabama without a counselor, in fact many systems catering to rural youth have only one or two regular full-time counselors. These same schools and school systems have no more than three or four areas of vocational and technical training opportunities. In spite of the great emphasis being placed on vocational and technical as well as career education in recent years, there are many rural youths without jobs and a full understanding and appreciation of career opportunities and ways and means of participating in meaningful career training.

In preparing career programs for rural youth and adults, educators must find ways of overcoming certain problems inherent in rural youth situations. Rural youth needs for increased vocational training, career education and a sense of direction are obvious. Career Development Strategy for rural youth should be based on the needs and the possibilities for future employment in both vocational-technical and professional areas. Individual groups, rural organizations and other related groups, must help bring pressure to bear on those who control the funds and program emphasis in career education. Oftentimes youth and adults are influenced in their career choices because of the lack of information about careers, sources and means of obtaining skill and professional training once a vocational choice has been made. Although rural people, and particularly the disadvantaged, ought to be able to pursue their own vocational choices, they

have the need for educational programs and career information materials designed to point up the importance of job opportunities in areas other than white collar positions.

Informed rural citizens and their supporters should keep Dr. Marland's statement in mind as they pursue more meaningful programs for rural youths. He states that career education will eliminate artificial separation "between things academic and things vocational." Dr. Marland further ovserved, "Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to "spin-off" from the system at whatever point he chooses -- whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse." If citizens agree to this concept they must encourage and insist that our educators restructure their priorities at all levels to achieve these goals.

Educational Institutions roles in Career Education will depend to a large extent upon the interest, resources and commitment to Career Education. For example, one such institution may take the following approach:

A. Adopt Career Education as a part of the university's program designated to a particular unit. The program would be adapted to the needs of the disadvantaged and rural society, with emphasis on planning and executing programs cooperatively with rural leaders. Initially, most of the Career Education programs and services, as well as training programs, would be executed through short-term institutes, conferences and other projects based on immediate and concrete problems confronting youth and parents in their day-to-day work and decision-making process. Examples of these programs are such subject matter areas as career planning, vocational guidance, decision-making process, career leaders, occupational orientation, vocational education, manpower educational system, education for a changing world of work, and leadership techniques. Stated formally, the Career Education Program and services would have the following areas of responsibilities:

    1. To provide educational programs at both the local community level and campus,

2. To provide a reference service to which inquiries relating to Career Education can be directed,

3. To provide Consultant-Alive service in any phases of Career Education, and

4. To facilitate the work of the Institute through an advisory council composed of community leaders, youth industry, business, education and university faculty which would be appointed to provide advice about programs, program sponsorship, and procedures for rural community-university cooperation.

At the end of the initial short range programs, added emphasis would be placed more systematically on a program of continuing education focused on the long-run educational developments of rual leaders, rather than on courses based on the occurrence of specific problems. Later, a more permanent type leadership institute would be added. It could consist of continuing education and service programs in career and related education.

The Leadership Institute Program would be organized in selected rural communities. These would be supported by community councils, the university, and other agencies and organizations.

B. A Rural Institue of Career Education Studies should be organized for the purpose of carrying out the following objectives:

1. To conduct an education program for rural youth families, community leaders, and organizations.

2. To complement the educational and informational opportunities provided by the public school system and the educational media.

3. To assist, through education and studies, in the training of the perspective Career Leader in the manner in which they should relate themselves to the community environment in which they live.

4. To establish the university as an educational and research center on matters relevant to the problems and opportunities in Career Education in Rural Society.

5. To provide educational and research assistance to rural communities, organizations, and agencies interested in Career Education.

The Institute would have an advisory committee composed of representatives of business education, rural leadership, and the university. Through this council the university would determine the kinds of programs to offer, the community roles it should plan, and the resources that the university and other agencies should provide in supplementing the Career Education needs of Rural Society.

The University, then, must look forward to the development of a close relationship and mutual understanding between the rual forces interested in career development and the university.

CAREER EDUCATION DEMONSTRATION FOR RURAL YOUTH AND LOCAL LEADERS

Career education programs may be approached outside of the public school system. They may be located in local communities in coopereation with an institution of higher learning. The consolidation of schools in rural areas has created a vacancy of institutional leadership within the rural community; thus, other agencies, families, and individuals need to find ways of fulfilling this need. A team approach between a university and the community might take the following direction: a demonstration program in Career Education for Youth where a tie between the family and community leaders would be established. The Institute for Career Education would work cooperatively with the school system, other agencies and individual leaders involved in community improvement.

The principal purpose of the Institute would be to provide training for 30 or more participant-leaders in Career Education. This would be done by bringing together people who cross discipline, professional, and agency lines to focus on career information, business, industry, professional and other opportunities with particular relevance to rural society. An important aspect of this concept would be to facilitate training and exposure to both youth and adult leaders.

The importance of this program is also couched in the need for bringing the family, professional workers and lay leaders to an optimum understanding of Career Education by providing them with the results of the demonstration through seminars, conferences, and meetings conducted by the institution.

OBJECTIVES:

1. To provide an educational program on both a formal and informal basis for selected persons and groups interested in Career Education.

2. To provide learning experiences about careers, job opportunities, training, and financial support.

3. To provide opportunities for clarifying and informing young leaders and adults about their potential role in Career Education.

4. To provide reference and consultant services from which answers to inquiries relative to Career Education may be secured.

ORGANIZATION AND OPERATION
ORGANIZATION STRUCTURE
LOCATION AND LEADERSHIP

The institute would be located at a university which would serve as the base training center.

Characteristics of the communities to be selected would be classified as rural and semi-urban. For the most part, a series of neighborhoods would be organized around some institution and services such as a county grocery store, a school, a church, or a community center.

Overall leadership would be provided by a director with appropriate supporting personnel.

Advisory Committee

An advisory committee would be established to aid in broad policy determination, program emphasis, procedures, and evaluation.

Liaison with Other Groups Interested in Career Education

The institute's director would establish liaison with other individuals and groups in Career Education, and related disciplines such as education, social work, extension clubs, and private and public agencies.

The program

The program of the institute would be carried out in cooperation with: the college staff and local community leadership. The major phase of the program would be recruiting, training, developing, and follow-up. It would provide lectures and consultative service to community groups, families, and organizations on a year round basis.

Training

The institute would serve as a training base. Opportunities would be available for individuals to participate in the more formal program on campus and in informal community settings. These would include:

1. A one-week Institute.

2. Three days of seminar activities.

3. Conferences and workshops to discuss demonstration results and techniques would be approved by the institute for participants and cooperating agencies. The training would serve as a means of disseminating the latest career information to those individuals, for an action-oriented career information program.

This proposed approach would concern itself initially with a one-week institute. For this session thirty trainees would be recruited.

Second, two short term (follow-up) workshops would be held to discuss additional techniques and methods based on field observation and participants' input on their observation concerning field activities.

Third, post training follow-up of the first institute would include participants' return to their communities and their attempt to initiate or cooperate with existing organizations to provide training and inducement to youths in their local communities.

Fourth, a newsletter would go out on a regular basis to all leader-participants and would include specific information about Career Education.

Fifth, as a part of the training program, in-the-field group counseling sessions would be organized. These groups would be oriented toward Career Education and linkage with other agencies.

Sixth, the above approaches would be supplemented with individual counseling and assistance to the young leaders. The community meeting and counseling sessions would be enhanced by the use of volunteer consultants chosen from appropriate fields of experience.

Conclusion

It should be possible to mount comprehensive, coordinated efforts to improve, if not solve, discrepancies of career education for rural youth and adult. The problems faced by rural society -- problems of jobs, needed skills, distribution of funds and programs, counseling and guidance services -- are only a few. Efforts to solve these problems through career education can also accelerate rural economic growth by providing skilled technicians and community economic development. But strategies capable of coping with these problems require major innovative programs, increased educational commitment by federal, state and local agencies, including a greater sharing of funds and career and vocational programs for rural society. These strategies also require cooperation on a substantial and continuous basis from educational agencies, federal, state and county government, as well as industry, to develop a new career education strategy for rural youth.

Reallocation of funds and priorities for the disadvantaged are becoming more than requirements of social and economic justice; they are becoming requirements for survival of industry, business, education and labor needs for an industrialized society. Thus it is that this proposed new development strategy in career education for rural youth has relevance to the needs for industrialized society. This program is grounded in a concept forcefully expressed by Dr. S. P. Marland, Jr., former U. S. Commissioner of Education. Before a Career Education Workshop on April 5, 1972 in New York City, Dr. Marland said, " I hope you participants would return to your states, your communities and associations with a corresponding plan to advance the design and installation of Career Education Programs that will help every youngster find his place in the world of work."

Conference on:

"Career Education: Implications for Minorities".

Is Career Education the Answer to the Educational and Vocational needs of the Puerto Rican New Yorker?

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The evidence is clear that the quality of education in New York City varies. To the Puerto Rican child it means academic failure. New approaches are past due.

The majority of the 250,000 Puerto Rican children presently attending school in the City of New York find themselves confined to an educational limbo. As they move from the elementary to the secondary education system they receive neither sufficient preparation for college nor sufficient vocational education and/or training. Is it any wonder that the dropout rate is higher than for any other group? Fifty-three percent of all Puerto Rican students drop out once they reach the tenth grade in academic schools and only forty-six percent, or 2,237 of those remaining are enrolled in college bound courses. Is Career Education the answer to the many now trapped in such an educational wasteland?

And what about the adult community from where these youngsters come? More than one million Puerto Ricans live in New York City, one fourth of which reside in the Bronx, "the neglected Borough" as the newspapers tend to headline their reports on the happenings of our section of the City. The Puerto Rican New Yorker has a median age of 19 years, the youngest ethnic group in the City. He has the lowest median income - around $5,500 for a family of four - and, thus for reasons of unemployment or underemployment nearly 48% receive some form of welfare assistance.

Is Career Education the answer to the Puerto Rican New Yorker, students and community at large trapped in either an educational or an economic wasteland?

You must agree with me that there is no ready answer. This is not to say, however, that one must not follow the quest for new concepts and new vehicles to transform new concepts into corrective action.

If the concept of Career Education is to express its proper meaning instead of another euphemism, if it is to inspire credibility instead of mistrust and if it is to become a remedy instead of a palliative the concept must be assessed, by Puerto Ricans, within the context of our lives as a minority in a class oriented and unequal society. The failure of the schools to provide the ways to meet the needs and special problems of students who are educationally affected by poverty, language and cultural barriers is in no way different from the failure of the society at large to set up relevant programs to minimize the disparity of opportunities in the job market for the poor or non white. We know that the educational structure is no less rigid than that of industry, unions and credential oriented professions. We know how governmental priorities, even when sensibly articulated, are not always backed up with financial allocations with which to make implementation of stated goals a feasible reality.

As a minority representative I prefer to remain an optimist. Yet my optimism must not be devoid of a healthy sprinkling of skepticism when confronted with new concepts, such as that of Career Education, until such time as the tools to back up the concept are presented in a palpable, comprehensible and tenable manner.

We urgently need to bring into our community both career awareness and career preparation. As President Nixon has said "there is no more disconcerting waste than the waste of human potential". In my functions as President of the Hunts Point Multi-Service Center in the Bronx, I have worked for several years in closest participation with the teachers, counselors and administrative personnel of the school districts. Two years ago we implemented at the school-community level a modest element of what Career Education could be. Let me tell you what we did.

In cooperation with the school officials the Hunts Point Multi-Service Health Center sponsored a Health Careers Week program in one of the junior high schools located in our area. In the library of the school we set up a weeklong exhibition of visual aids, literature and material related to health careers, both at a professional and para professional level. The exhibitions were manned by representatives of the various health disciplines, i.e., doctors, nurses, nutritionists, social workers, community health workers, laboratory technicians, psychologists, psychiatrists, dentists, dental assistants, etc. Each morning and afternoon during assembly period one or more of the health disciplinarians addressed the assembled students in a give and take exchange of information and inquiry concerning the how, why, when, where, who and outcome of becoming a particular health service provider. During the course of the day the students came to the library to collect material and to discuss their interests with the Health Center Staff.

As the next step the principals or counselors assigned a group of students to spend two days per week, for a two month period, in our Health Center. Each student was assigned to the health provider of his choice. The importance of remaining in school until graduation and the choosing in high school of courses leading to the career of their liking was stressed throughout the duration of the program.

When the program ended the School Principal wrote to us:

> "A significant rise in the aspiration level of our children was evident by the large number of valid questions the guidance department has received... concerning health careers and high school placement. I hope that this is just the beginning of a mutually beneficial involvement between our school and your organization".

In the area of training community people in health careers, the Hunts Point Multi-Service Center has also made great strides in the implementation of Career Education goals. We have hired and successfully trained community people to become Medics, dental assistants, ambulance attendants, community mental health workers, day care aides, teacher assistants, social health workers, record room clerks, outreach and community organizers, educational health aides etc. Many of these trainees have gone on to college or further training leading to licensure.

It is, therefore, by reasons of experience and philosophy that we believe in the concept of Career Education. We further believe that whenever an on-going educational structure fails to reach the academic needs of a large proportion of its students, new approaches to education must be considered.

It is right and proper that conferences such as this be held to discuss and clarify the many issues involved in Career Education, especially as it affects minority groups. As for me, I prefer to remain optimistic, yet skeptical enough to demand concrete reassurances that Puerto Rican children are not made to remain confined to the present educational limbo.